

Tannian, J. E.

1932

An analysis of authoritative opinion regarding the nature of  
civic education and an examination for civic education values  
in secondary school history courses.

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THESIS

AN ANALYSIS OF AUTHORITATIVE OPINION REGARDING THE NATURE  
OF CIVIC EDUCATION AND AN EXAMINATION FOR CIVIC EDUCATION  
VALUES IN SECONDARY SCHOOL HISTORY COURSES.

SUBMITTED BY

JAMES EDWARD TANNIAN

Ph.B. HOLY CROSS, 1926

IN PARTIAL FULFILMENT OF REQUIREMENTS

FOR THE DEGREE OF

MASTER OF EDUCATION

1932.

First Reader: Franklin C. Roberts, Assistant Professor of  
Education, Boston University.

Second Reader: George K. Makechnie, Assistant to The Dean,  
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INTRODUCTORY STATEMENT

This study was made for the purpose of finding out the value of history as taught in the secondary schools as an instrumentality in civic education.

There is a very general feeling that history as taught makes for good citizenship. This latter term is very vague. We must define more specifically what good citizenship means in terms of habits, attitudes and understandings; and with some such analysis in mind we shall be in a position to examine the materials of history with the idea of finding out if this subject develops these habits, attitudes and understandings. This thesis was worked out with these considerations in mind.

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THESIS TITLE:- AN ANALYSIS OF AUTHORITATIVE OPINION REGARDING NATURE OF CIVIC EDUCATION AND AN EXAMINATION FOR SUCH VALUES IN SECONDARY SCHOOL HISTORY COURSES.

## INTRODUCTION

### CHAPTER I.

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The purpose of this chapter is to offer an explanation of the terms used in the main title of this thesis.

Section I. contains the ideas of such educational authorities as Professor John J. Mahoney of Boston University School of Education; Professor Charles Peters of Pennsylvania State College; Professor David Snedden of Columbia University; Professor John C. Almack of Stanford University; and Professor Franklin Bobbitt of the University of Chicago; as to the meaning of civic education. This is followed by a comparison of the points of likeness and unlikeness of these educators, which, in turn, is followed by a commentary summary by the writer on the ideas of these men.

Section II. contains four authoritative definitions of history, followed by a commentary on "History as a social science" and concluded with a short summary of the ideas contained in all the definitions.



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Section III. contains the current concept of the Secondary School with an explanation of the necessity of determining this concept as related to this thesis.

PART-I. CIVIC EDUCATION-WHAT IS MEANT BY IT.

(A) MAHONEY'S IDEA:

(a) Introducing Prof. Mahoney

" Professor Mahoney was graduated from Phillips Academy, Andover, Massachusetts in 1899 and from Harvard University in 1903. He was appointed teacher of English at Lawrence High School in 1903 and acted as master of Elementary schools in the same city from 1904 to 1912. He became Assistant Superintendent of schools at Cambridge, Massachusetts from 1912 to 1915, and was appointed Principal of the State Normal School, Lowell, Massachusetts in the latter year also. He was appointed State Supervisor of Americanization in 1919. Since 1922, he has been Professor of Education at Boston University, at the same time acting as director of extension courses for Boston University School of Education and the Harvard Graduate School of Education.

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(b) Civic Education Defined;

I. "Civic Education is here defined as, -the sum total of all those specific teachings, activities, and procedures that the schools may utilize for the purpose of developing those understandings, appreciations and behavior tendencies that make FOR BETTER LIVING in large group relationships." I.

(c) Explanation of Underlined Terms Above.

(1) Teachings: "all those subject-matters taught in schools with civic values. (but in many of those subjects, especially history, we have taught little that is of real civic value.

(2) Activities: - In the field of civic education there would be developed all kinds of activities extra and intra, that rightly handled, should yield real civic values.



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I. Mahoney--John A.--Civic Education Course--Boston  
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(3)Procedures: The way our schools are run make for or against better civic behavior. For example, a teacher should not assume the role of dictator;(as is often the case today)-rather should his cooperation be sought.

(4)Appreciations  
And Behavior Tendencies:

Since good American citizens are those who know how and do live together efficiently and harmoniously, certain appreciations and behavior tendencies should be developed and acquired. e.g. (a) the attitude of independent voting--independent thinking in regard to it and at the same time acquire the attitude of respect for leadership, i.e. searching out and being guided by expert opinion in dealing with political questions, social questions, and industrial questions, that clearly call for the experts fund of knowledge. (b) trying to substitute sober judgment for impulse and prejudice in thinking about public questions. A score of other behavior tendencies might be named here that the good citizen should possess.

(5)Understandings:

The good citizen should acquire and put into use (when the occasion demands it) certain understandings also. e.g.

(a)Political: The Federal Constitution as neither an instrument to be venerated or lightly changed. (b) the ideal of Nationalism as contrasted with that of" -----  
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"It is necessary for us to become "internationally-minded" in the sense of gaining a knowledge and appreciation of other nations if we are to cope with unprecedented scientific advance, new and unparalleled developments in international finance, far-reaching changes in diplomatic procedure and the maladjustments resulting from the continuous impact of different social and cultural groups." I.

Social:(a) Racial differances--so-called superior and inferior races. (b) effect of group antagonisms on our social life. (c) religious antagonisms. Economic:- Capital--interest--and investment;- its function, service and abuses;--the significance of goverment regulation of economic life.

(6)Large-Group-Relationships:-

We must appreciate the fact that today people fail to live together properly, due largely to the fact that they dont' know each other as well as they might, and hence, harbor a sort of dishonest feeling toward one another. We must then, at least, try to see that these proper attitudes developed in small groups must be-" 2.

1. Extract from Journal of National Education Association---March, 1932--PP.92.

2. Mahoney, John, J.--Course in Civic Education-Boston  
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1. Extract from Journal of National Education Association--March, 1938--p. 98.  
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"carried over into the large groups. e.g. right attitudes on the part of the people of the United States for Italy, Japan, Mexico, or any foreign power."I.

(7) Comment: Do We Develop These Behavior Tendencies, Attitudes And Understandings In Our Schools?

In our schools we do not (at least in the degree we should and can) develop wholesome behavior tendencies, attitudes and understandings. Why not? To me the answer is clear. That is, because the subject-matter of the social studies, especially history, is essentially the same as it was fifteen or twenty years ago. For instance, there is no evidence of properly relating certain historical incidents of the past with present-day problems. There should be discussions on both of these phases and they should be properly inter-related, instead of placing the emphasis, as is largely done today, on the "study and recite"-and so-called "problem" methods. Again, textbooks in history should be re-written by competent writers equipped with information supplied by the type of educators that today know the facts as only the specialists do. It surely is a great and worthy field for those who have the courage of their convictions. In this latter connection we might well quote Judd who says; -----

I. Mahoney, John. J. - Course in Civic Education - Boston University School of Education.



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\*\* "There never was a more promising opportunity than that which now offers for intelligent leadership to assert itself to the great advantage of our national program of education."<sup>1</sup>

(B) PETER'S IDEA:

(I) Introducing Prof. Peters:

"Professor Peters was graduated from Lebanon Valley College, Annville Pennsylvania, in 1905; Harvard Graduate School in 1910; and the University of Pennsylvania in 1916 with the degree of Doctor of Philosophy. Since then, Professor Peters has taught languages and mathematics, and from 1917 to 1927 was Professor of Education at Ohio Wesleyan University. He acted as Professor of Education and Director of Educational Research at Pennsylvania State College since 1927.

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(II) What Kind Of Education Is Needed To Make Democracy Successful?

(a) Meaning Of Education In A Democracy.

"If education is to become an effective force in a democratic world it must be a different sort of thing from what has long been understood by the term. Hence, there should be a decided shift in educational theory in terms of the needs of democracy by attempts to reconstruct the curriculum."

"If democracy is to attain the hopes of our fathers it must come through effective moulding of individual men and women by the right kind of education and not by the decree of a President, or by planks in political platforms, or by enactment of particular statutes."

(b) Plan For Determining Objectives.

"In order to specify the items which constitute the objectives of education for citizenship in a democracy we set up a composite picture of;

- (1) The desirable political citizen
- (2) A Superior industrial democracy
- (3) A Superior social democracy"

Then Peters would specify the traits desirable in each in order that they may function in an effective way. He then goes on to point out certain "undemocratic antipathies". -for example:-



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(1) "Voting Lightly:- yielding to shibboleth -slogan-specious argument-or suave personality of the candidate. "This is true",he says,"of University students as well as others."

(2) "Non-Voting:- There is a mere handfull in the primaries,"he says,"and about one half vote in the Presidential elections,with the exception of the last such election (1928) when the percentage was raised approximately 10 percent."

As regards non-voting, Peters tells us that a study by "Merriam and Gosnell of 5310 persons living in Chicago who failed to vote in the election of 1923 revealed the following reasons for not doing so." Here are some of them.-

- (a) Absence from home
- (b) Detained by helpless member of the family
- (c) Fear loss of business or wages
- (d) Congestion at poles
- (e) Fear of disclosure of age
- (f) Disbelief in voting-and in women's voting
- (g) Objection by husband
- (h) Belief that one vote counts for nothing
- (i) Disgust with political action
- (j) Indifference
- (k) Intended to vote but did not
- (l) Ignorance or timidity of elections
- (m) Failure of party workers."

(3) "Race Prejudice:"Our country,"says Peters,"was never entirely free from it."-"For example:



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- "against the Jews-Japs-and Irish--  
a form of false patriotism."

(4) Inequality of Wealth: "The standard of living is far from equal, therefore, much remains of old European distinctions between lord and serf, nobility and peasantry, aristocracy and the common people."

(5) "Inequality of Educational Opportunity":  
- due to the economic status of the family."

The above, then, are some of the political and economic "antipithies" existing in our democracy as listed by Peters. He next touches on the important topic of Industrial Democracy.

(6) Industrial Democracy: "Our industrial organization," says Peters, "is still to a large extent autocratic and monarchical; its units are each directed by the will of one or more persons who exercise their dictatorship by the "divine right" of ownership of capital. Some of the monarchs of industrial establishment are quite "absolute"; the boss hires and fires with a heartless caprice. Fortunately, many of them are, on the other hand, "limited" by a fine consideration of human values; of the type well illustrated by Henry Ford." (Filenes in Boston is another fine illustration)

Workers Sometimes Mere Machines:



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Workers Sometimes Make Machines

\*"Surely it is an archchronism," says Peters, "to retain in industry a system in which workers are mere machines--pawns for others to play with. If it is right that men should have a voice in determining the political policies of the state in which they live, it is only logical that they should also have a voice in determining the conditions under which they work in industry." "There is, however," he says, "going on at present a very pronounced movement toward the greater democratization of industry. Business concerns are trying out plans for admitting employees into the confidence of the management and giving them a voice in the councils of the company."

(7) Social Democracy: "In a true social democracy", says Peters, "every man or woman is a person."

(a) "Each individual should be esteemed solely on his own merits, uninfluenced by the accidents of birth, race, wealth, or occupation."

(b) Mutual respect and mutual recognition of rights between all sub-groups that make up society.

(c) The will of minorities would not be ruthlessly overridden by majorities, nor that of majorities thwarted by minorities, but adjustments



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would not be ruthlessly overridden by majorities, nor that

of majorities thwarted by minorities, but adjustments

- "would be sought that would do justice to the will of both."

(d) There would be no pulling of strings for position; each would claim and get his place on merit alone.

(e) No social groups, and no hotels and restaurants or places of amusement, would be closed on the basis of such artificial grounds as race or wealth."

Peters touches also on that very important topic of "Objectives and Procedures" in education. - For example:

(8) Objectives:

(a) Interest In Public Affairs:- concerns certain responsibilities and convictions, etc.

(b) Cosmopolitanism:- concerns, pupils experience--example of others--impartiality in regard to other groups--sympathy, etc.

(c) Patriotism:- loyalty-(loyalties would be the better word)--approval--great men--love of material features--symbolism, etc.

(d) Initiative:- Judgment training --utilization of courts, etc.

(9) Procedures:- or means of civic education in the schools are:

(a) Activities:- clubs, parties, athletics, etc.



--"would be sought that would do

justice to the will of both."

(d) There would be no pulling of

strings for position; each would claim and get his place

on merit alone.

(e) No social groups, and no hotels

and restaurants or places of amusement, would be closed on

the basis of such artificial grounds as race or wealth."

Peters touches also on that

very important topic of "Objectives and Procedures" in

education.--For example:

(8) Objectives:

(a) Interest in Public Affairs:-

concerns certain responsibilities and convictions, etc.

(b) Cosmopolitanism:- concerns

public experience--example of others--impartiality in

regard to other groups--sympathy, etc.

(c) Patriotism:- loyalty--loyalty--

ties would be the better word--approval--great

love of material features--symbolism, etc.

(d) Initiative:- Judgment training

--utilization of course, etc.

(9) Procedures:- or means of civic ed-

ucation in the schools are:

(a) Activities:- clubs, parties,

athletics, etc.

(b) Pupil Self-Government:-

For example,-parliamentary procedure,etc." I.

(IO) Comment: Such, then, are a few of the highlights, so to speak, of what Peters believes civic education to be and also what it should not be. Neither time nor space would permit me to further enlarge on his conception of this all important topic. The reader will however, come in contact with his opinions on history in one of the following chapters. This writer, (Peters) like Mahoney, wastes neither time nor words in facing facts.

The pages from which the views expressed here by Peters are given in the footnote below.

(C) SNEDDEN'S IDEA:(I) Introducing Prof. Snedden.

Professor Snedden was graduated from St. Vincent's College, Los Angeles, California in 1889; Leland Stanford Junior University 1897; and Columbia University in 1901 with the degree of Doctor of Philosophy.

Professor Snedden acted as principal of schools at Santa Paula, California from 1892 to 1895 and as Superintendent of schools at Paso Robles, California from 1897 to 1900. He acted as Professor of education at Columbia University from 1905 to 1909; and as State Commissioner of Education -----

I. Peters-Charles, C.-Objectives and Procedures in Civic Education. PP. 7-8-9-12-14-16-19-27-32-38-44-and 285 to 295.



32-33-42 and 335 to 395.  
Education 77-7-8-9-12-14-19-27-  
I. Peters-Charles, C.-Objectives and Procedures in Civic

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For example, -parliamentary procedure, etc." I.  
(P) Small Self-Government:-

- "in Massachusetts from 1909 to 1916 and has been Professor of Education at Columbia since 1916.

Professor Snedden is a member of the National Education Association and is the author and co-author of many noted educational volumes among which might be mentioned the following; "Problems of Vocational Education, 1911; "Problems of Educational Readjustment, 1914; "Problems of Secondary Education, 1917; "Educational Sociology, 1922; "What's Wrong With American Education? 1927." I.

(2) New Demands Upon Secondary Education.

"Demands for more and better civic education are a part of the movement for reorganization of secondary education. We are especially determined that more of the social sciences shall be taught in our secondary schools. In fact we are seeking something more comprehensive and better than the teaching of the social sciences. We want to assure better civic education by means that will function."<sup>2</sup>. Again Snedden says; "(using metaphorical language but the meaning of which is obvious)" "The wine of the new citizenship inevitably demanded by our complex social order can no longer be preserved in the old bottles."<sup>3</sup>.

1. Who's Who? - 1932

2. Snedden, David. - Civic Education - World Book Co. pp. 18-19

3. " " " " " " " pp. 10-11





(a) Not An Easy Task:-

"Sociologists and educators encounter many obstacles in planning for better civic education. While it is easy enough to depict general needs of social education, it is very difficult to define the specific needs to be found among distinguishable social groups and ages of learners."<sup>1</sup>

(3) Meaning Of Civic Education:

"Citizenship, as the term is loosely used, is effected through, or effected by, all forms of education, in school and out. This is so because the word "citizenship" has come to mean not merely the exercise of civic, or even, in a more limited sense, political functions, but also the possession of basic qualities which condition in large measure the exercise of these qualities. For example:-

(a) Indirect Factors In  
Citizenship.

It might be said, "a man's citizenship success in his vocation or his potential vocational proficiency are not in any ordinary sense a part of his citizenship. It is clear, however, that what he will be able to do as a citizen, through his virtues as a "follower", or by those of leadership, will be largely conditioned by his vocational appreciations and



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- "powers. Again, education for citizenship normally would not include education for a family membership. It is certain, however, that the man whose family membership is open to serious criticism is thereby impaired as to his abilities to exercise civic functions."<sup>1</sup>.

(b) Need Of Sharply Defining Civic Education:

"The words "civic education", should at the very outset, therefore, be made accurately descriptive of certain distinctive objectives and procedures in the total scheme of education. We need not only a positive content for the term, but also a formulation of its limitations--the things that are excluded from it. (It is a weakness of terminology today in education that many of the technical words used are like rubber bags--they are stretched to include almost anything) Educators are often loath to say what their favorite shibboleths exclude."<sup>2</sup>.

(c) What Civic Education Is Not:

"The words "civic education", then, do not include training in reading, spelling, handwriting, or simple arithmetic, or in other fundamental processes such as drawing, the reading of a foreign language, or forms of laboratory manipulation. It includes none of the primary forms of physical or

1. Snedden-David.-Civic Education. PP. 29-30

2.     "         "         "         "         "         pp. II



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(c) What Civic Education Is Not:

"The words 'civic education', then, do not include training in reading, spelling, handwriting, or simple arithmetic, or in other fundamental processes such as drawing, the reading of a foreign language, or forms of laboratory manipulation. It includes none of the primary forms of physical or

- "vocational education. Finally, it excludes many forms of cultural education, where the controlling purpose is to establish enduring interests of an aesthetic or intellectual nature toward the enrichment of the individual life."<sup>1</sup>.

(4) Specific Objectives Needed:

"Emphasis must be given to the fact that nearly all the processes of purposive civic education are still very experimental and undeveloped, largely owing to the absence of clear-cut objectives based on analysis of the civic shortages of the men and women who compose our societies."

(a) Problems Of Specific Aim:

1. A rich man should hold a public position.
2. An employer should be free to dismiss workers when he thinks he can get better ones.
3. A man should refuse to obey what he thinks is a bad law.
4. Negroes should be compelled to ride in separate cars from whites.
5. A country should impose heavy protective tariffs on the products of another country." 2.

(5) Comment: Such, then, in condensed form is Snedden's idea of civic education. It can readily be seen that some of his thoughts are in agreement with those of Mahoney and Peters. His "Problems of Specific Aim" are good and easily link themselves with

1. Snedden-David.-Civic Education.-PP.32

2. " " " " " PP.231-233



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(D) ALMACK'S IDEA:

(I) Introducing Prof. Almack.

"Professor Almack was principal and superintendent of schools at Rockford, Washington from 1905 to 1915; Assistant in Education at the University of Oregon, 1917-18; Professor of Education and director of Extension Education at the same University, 1918 to 1921; Teaching Fellow at Stanford University, 1921-22. Professor Almack has been at the latter institution since 1922."

(2) Cooperation Through Education.

"Lifes many activities are best carried on by the cooperation of others. The process by which this transfer is made may be called education."

(a) Meaning And Purpose Of Education.

"Broadly speaking," says Almack, "education is more than attending school, learning things from books, and passing examinations. It is more than reading, reciting, and taking part in -----"



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- "class activities. These are but the means by which the educational process is carried on. The real purpose of education is to produce desirable changes in human beings,--If civic life is to be efficient and satisfying, vocations, avocations and health activities must be carried on with due regard for the welfare of all."

(b) Citizenship And Society:

"The school must serve the state and the state must serve society. And just as the school to justify itself must identify its ideals and activities with the needs of the state--namely, good citizenship; so also the school must identify itself with the aims and objectives of society."

(c) Societies Goal:

"The leading aim of society is to improve human welfare. The fewer the ills and privations of life, the greater the happiness of humanity and the closer we approach toward the social ideal. This ideal is often called democracy. It is not a goal that is absolutely attainable. However, it is the goal for which intelligent people should strive, because progress toward it means better conditions of living. The well organized school is, therefore simply a miniature of society. It has the same general aims-



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"The leading aim of society is to improve human welfare. The lower the life and privations of life, the greater the happiness of humanity and the closer we approach toward the social ideal. This ideal is often called democracy. It is not a goal that is absolutely attainable. However, it is the goal for which intelligent people should strive, because progress toward it means better conditions of living. The well organized school is, therefore, simply a miniature of society. It has the same general aims--

- "and objectives. It is a special organized civic agency, working for the maintenance and improvement of society."

(d) Citizenship In A Democracy:

"In a democracy, citizenship activities are obviously more important than any others. The individual is endowed with a large measure of freedom. He must necessarily assume as large a burden of responsibility. Citizenship is far more than faithful voting on election day." "At what, then, should citizenship in a democracy aim? - At the very least it must include certain ideals and objectives, such as, for example; - willingness and zeal in promoting the good of the whole group through the removal of defects and ills, and through the promotion of direct improvements."

(3) Civic Education Not Synonymous With -- Government Alone:

"Civic education is more than education in Government. While the institution known as the State is the dominating aspect of life, it is not the whole of it in a civic sense. Government itself is only a part of the function of the State. To teach only the form and function of Government would be to omit much material of civic value."

(a) Not Mere Mechanical-Training:



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(a) Not Mere Mechanical-  
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- "Civic education is not mere training in certain mechanical skills and items of formal knowledge unrelated to social welfare and needs. Only when as a matter of use or participation these elements enter into group life do they become civic. The mechanics of reading, arithmetic, stenography, and machine operation may be classified as non-civic."

(b) Some Subjects Offer Direct Civic Values--Others Indirect.

"Subjects may be distinguished also on the basis of whether they contribute directly or indirectly to citizenship. Where the civic aim is paramount, we may say that subjects and activities have direct values. Where the civic aim is secondary, we may say it has indirect values.

In the class of subjects whose main aim is to contribute to citizenship may be placed history, civics, economics, sociology, geography and political science. Of equal importance with these subjects may be placed such group activities as school government, civic leagues, boy scouts, athletics, assemblies, welfare leagues, student body associations and school and community organizations. If these affairs do not contribute largely to citizenship, they have little or no justification for being in the curriculum.

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The second type serves

- " other purposes besides the purely civic. In this class may be enumerated, Mathematics, Science, Latin, Book-keeping, Manual-training, Music, Art and Grammar. They possess a large element of civic value, and when rightly taught may be as useful as the social sciences."

"Associated with the subjects in which civic values are secondary or indirect are the organizations and activities, which are related to them. These are useful to give motive to conduct, and to supplement the class teaching. Among them may be mentioned glee-clubs, science clubs, drama leagues and art associations.

(c) Basic Principles Of Civic Education:

(1) The experiences and activities which comprise the educational program should be on the level of those for whom they are intended.

(2) Content and method should be selected which have as wide a use as possible. Whatever is most vital, provided it falls within the comprehension of the pupils, should be given preference.

(3) The experiences should be selected from the best of the life of today. In so doing as much of the original setting should be preserved as possible.

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\* " continuous and progressive. This means that it should increase somewhat in difficulty with the years, and should carry over into life outside the school, and into the after-school life of pupils.

(4) Present Importance Of Citizenship:

"Citizenship has always been the avowed aim of education in stable, civilized states. In our own country it has been especially emphasized and never more so than in recent years. The present emphasis upon civic education should not be taken to mean that the education of the past has failed to produce good citizens. It rather emphasized that we have new and difficult problems which our citizens should solve. Because of the changed conditions of modern life, we need to change our instruction so that it will fill the new demands."

(a) Changes Responsible For Greater Emphasis:

(1) Immigrants, with ideals, culture levels and experiences widely different from our own.

(2) Expansion of industry and development of in-  
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(3) Growth of industry itself in area and popula-  
tion.

(4) Changes in ways of living a result of above.

(5) Specialization brings need of special training--for example; home highly specialized--and has lost



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- (4) Changes in ways of living a result of above.
- (5) Specialization brings need of special training--for example; more highly specialized--and has lost

- "many educational activities that once characterized it.

(6) This puts new and heavy obligations upon our social institutions--of which the school stands first in training for intelligent citizenship.

(b) Special Responsibility Of The School:

"The duty of training for citizenship rests mainly upon the school. No other institution is prepared to do this directly. The home, the church, the press, organized industry and associations of many kinds perform valuable educational services. In many ways they help make for better citizenship, and no plan of training would be complete that ignored them. Civic education, however, is not their main purpose, any more than teaching spelling is their main purpose. They organize no continuous and comprehensive courses in civic education. They employ no body of well trained teachers to reach every boy and girl in the community with civic training and guidance. Their effort is supplemental, and often uncoordinated.

The school, then, is the special instrument designed and supported to educate in the national purpose. We have no all-embracing social organization directly responsible to the nation except the public school. The people have created the



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--"school for the civic purpose, and support it in its performance of this function. More money is being spent for the maintenance of the school every year. Buildings and equipment are being added. Compulsory school laws are being extended and more rigidly enforced. Evidently the people believe that the school can train for citizenship."

(5) Comment:

If, as Almack says, "more money is being spent--and more buildings and equipment are being added to the cost of the school every year"--it seems that if we are to justify the faith of the people in the schools and give them an honest return for the burden of taxation they bear to keep them going, then we must, in justice, give them the best possible courses in training for citizenship. That we are not doing all we might do in this regard today is plainly evident.

And so, to sum up the idea of Almack, who tells us there are four main Objectives in education; the vocational; the avocational; physical efficiency and citizenship. "The most important of these," he says, "is the last, citizenship." Changes which are now taking place in the social and economic life of this country serve to cause a special emphasis to be placed today upon training for citizenship. --





- "The school has the main responsibility for this instruction. As a subject it embraces far more than Government. As a means of progress its efficiency depends largely upon the degree to which it identifies itself with the social program and upon the spirit and zeal of the teacher." I.

The next topic is concerned with the opinions of Professor Franklin Bobbitt on the topic of civic education.

(E) BOBBITT'S IDEA:

(I) Introducing Prof. Bobbitt:

"Professor Bobbitt, was graduated from Indiana University in 1901 and Clark University conferred upon him the degree of Doctor of Philosophy in 1909.

Professor Bobbitt, was instructor in the Phillippine Normal School, Manila from 1903 to 1907. He was with the University of Chicago in 1909 as professor of school administration until 1918. He served as Assistant Superintendent of Schools, Los Angeles, California from 1922 to 1923. He is a specialist in curriculum construction and a leader in developing the public school survey.

Professor Bobbitt, is the author of; "What the Schools Teach and Might Teach," 1916; "The Curriculum?" 1918; "How to Make a--

I. Almack-John, C.-Education for Citizenship"-Houghton, Mifflin Co. 1924. PP. 1-2-3-4-5-6-7-14-15



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is the author of: "What the Schools Teach and Why" (1918); "The Curriculum" (1918); "How to Make a

- "Curriculum," 1924; and many widely distributed reports." <sup>I.</sup>

(2) Nature Of The Good Citizen.

(a) Aims Too Vague:

"It is not enough to aim at good citizenship in a vague general way. As well aim at Medicine in a large vague way in the training of a physician.

(b) Need Of Definite Objectives:

"This need is obvious. It will be a long time, however, before our profession can have any reasonable complete list upon which to base a system of training. And the reason is, citizens are not sufficiently agreed among themselves as to the characteristics of the good citizen, or his modes of thought and action. They agree so long as they talk mere vagueness; they disagree the moment they begin to particularize; and education must be built upon particulars."

(c) Constant National Hostility Beneath Apparent Friendliness:

"Within the large nation," says Bobbitt, "no less than in primitive days, there still remains the need of inner solidarity and the exercise of the social virtues. Between the larger nations there is, as of old, a constant hostility. This is not always on the surface.--The slumbering presence of --



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- "extra-group hostility is revealed by the ease with which it flares forth at the slightest provocation, and the ease with which it bursts into the flames of war even in the case of nations that we have been accustomed to call civilized."

(d) Patriotism:

"We say patriotism is a characteristic of the good citizen. There are two types of patriotism. One type is built upon anti-alien relations. It is the desire to serve one's own national group by restraining or injuring, or even if necessary destroying, alien groups. The other type is a more agreeable side. The National groups not only institutionalize the spirit of world-division for their outside relations; but also build ponderous and stable national institutions upon the intra-social impulses of mankind-in-cooperation. The more advanced nations have been building schools and churches, and fostering within their boundaries the reign of intelligence and good-will."

"Men take great pride in self-sacrifice, and are willing to lay down even life itself, to promote the welfare of their people, so long as it is the anti-alien type of social service. Why should there not be equal willingness for self-sacrifice in the service of those same people when the service is social? And why should not the intra-group service be--



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vealed by the ease with which it flares forth at the slightest provocation, and the ease with which it bursts into the flames of war even in the case of nations that we have been accustomed to call civilized."

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- "equally honored? Civic training should complete our ideas of patriotism, and develop attitudes of both types--so long as both are needed."

"The first problem," Bobbitt says, "a most baffling one--is to draw up a curriculum that will certainly forge an enduring and vitalized large-group consciousness."

(e) Development Of Large-Group Consciousness:

"The problem of civic training," says Bobbitt, "is par excellence the development of large-group consciousness. If men understood the large-group social relations and have right attitudes toward each other and toward the social world, these automatically impell toward right action. Education will develop the emotional aspects of large-group consciousness for the sake of propelling power; and the intellectual aspects for the sake of guidance."

(f) Real Civic Work Under Adult Direction:

Bobbitt places great emphasis on real civic work to be performed by pupils under the direction of adults. Bobbitt says, "Youths best civic education must come from participation along with adults in these activities."--For example:

1. Keeping the city clean
2. Disposal of sewage, ashes, rubbish, etc.
3. Providing adult recreational facilities
4. Protecting the city from fire



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- 5. Protecting life and property
- 6. Correctly inspecting the results obtained.

(g) Moral And Religious Education:

"Quite clearly the central problem of moral education is identical with that of civic education. Religion is the taproot of morality. The religious vision is but further widening of the social sympathies. Religion lays the solid foundation for the whole without which, little else worthwhile can be done."<sup>I</sup>.

(3) Specific Lack Of Agreement As To What Constitutes The "Good Citizen."

(a) Not An Easy Thing To Do;

"In the case of a good plumber we know what the jobs are and can set them down in a list that can be accepted by all good plumbers. In the case of the citizen, we do not know what the things are that we should do.--that is, we cannot set them down in a list that will be accepted by all who regard themselves as good citizens."

(b) Existing Definitions Too Vague:

"We say that the good citizen is the man who from his own choice and through his self-direction is diligent in doing the things which promote the welfare of his social group.



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(c) Moral and Religious Education:

"Quite clearly the central problem of moral education is identical with that of civic education. Religion is the taproot of morality. The religious vision is but further widening of the social sympathies. Religion lays the solid foundation for the whole without which, little else worth while can be done." I.

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(b) Existing Definitions Too Vague:

"We say that the good

citizen is the man who from his own choice and through his self-direction is diligent in doing the things which promote the welfare of his social group.

-"This looks simple and obvious enough until we begin to make our ideas specific. For example; What is the social group the welfare of which is to be promoted? In his religion he is a member of a church organization. He is a member of a fraternal organization, and calls its members brothers. He is a unit in the general local community, be it city, village, or rural township: a member of the state group. As a human being, he belongs to the world-group called humanity."

(c) "Conflicting Loyalties"

"It becomes a question, then," as Bobbitt says, "of how we should distribute our loyalties? "There is quite likely," he continues, "to be a large number of conflicting interests with corresponding disagreement as to procedures. In other words, what is white to one is black to his neighbor."

(5) Comment: In the last three paragraphs Bobbitt brings out clearly a very good point, namely; that it is extremely difficult to give a universally accepted definition of the good citizen. But Bobbitt fails to offer a solution to the problem.

It is precisely at this very point where the value of Professor Roberts suggestion,<sup>I.</sup> as to the logic of submitting the collective tentative objectives of famous educators to various social groups for their approval or dis-

I. Roberts-Franklin, C.-Professor of History and the Social  
-Studies-Boston University School of  
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For certainly we can arrive at no definite agreement whatsoever as to specific valid objectives without such collective opinions of the various groups; so that we may discover why, as Bobbitt says, "what is white to one is black to his neighbor."

The footnote given below contains the page numbers from which the foregoing extracts were taken.<sup>I.</sup>

(F) COMPARISON OF ALL IDEAS:

(I) Points Of Likeness.

(a) Meaning And Need Of Civic Education:

I believe that among the group of opinions given here on the meaning of civic education those of Mahoney and Peters seem to be practically identical. For example:-- I. Both agree as to the need of a decided shift in educational theory in terms of the needs of democracy. Professor Mahoney is decidedly emphatic as to discarding much of the materials of history presumably taught for civic purposes.

2. Professors Snedden, Almack and Bobbitt agree on the above point also. Yet, none of the last three educators mentioned are as emphatic as either Mahoney or Peters; and Mahoney is even more emphatic than is Peters.

I. Bobbitt-Franklin.-The Curriculum- Houghton Mifflin Co.  
-1918.- Chap.II.PP.II7-I20-I22-I23  
- Chap.I2.PP.I3ItoI42  
- Chap.I3.PP.I66



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2. Professor Snodden, Al-

mack and Bobbitt agree on the above point also. Yet none of the last three educators mentioned are as emphatic as either Mahoney or Peters; and Mahoney is even more emphatic than is Peters.

(b) How We Can Determine Objectives:

(1) Peter's "Plan for determining objectives", -that is, setting up a composite picture of the desirable political citizen and of a superior industrial and social democracy, has much in common with Mahoney's plan to analyze our political, industrial and social democracy to determine its "shortcomings" and then set up specific objectives in the light of the discovered deficiencies.

(2) Professor Snedden, on the above point, has much in common with professors Mahoney and Peters, as has Professor Almack. Professor Bobbitt on this same point says in substance; we can never get anywhere while our objectives remain so vague. This is practically the same idea in other words.

(c) False Claims Made As To Civic Contributions Of History:

(1) Professors Peters and Mahoney agree absolutely in regard to what the former calls "overestimation" in regard to so-called contributions made to citizenship through the teaching of history. Peters styles these claims "excellent oratory". Mahoney calls them, "beautifully worded" and "high-fallutin" in language. Both Mahoney and Peters agree that there is no evidence such values as the claims call for are ever attained.



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(2) Professor Almack neglects entirely to bring out the above point in regard to false civic claims made for history. Yet it seems that judging from his writings as a whole, Almack would not here disagree with his colleagues, but he fails to dwell on it specifically.

Professor Bobbitt, in most of his works on curriculum reconstruction touches on this point in a general way, much more so than Almack, yet, he is far from being as frank and clear as is either Mahoney or Peters.

Professor Snedden agrees with his colleagues Mahoney and Peters most decidedly.

(d) Democracy-versus-Oligarchy:

(1) Mahoney, Peters and Snedden are quite in line as to the general meaning of democracy as opposed to oligarchy.

(2) Almack hints indirectly at the difference between the two but does not come out with a clear-cut definition as do the three educators mentioned in (1) above.

(3) Bobbitt makes no definite statement on this point, but from his theories in general one would conclude that he would not oppose the views set forth by his colleagues mentioned above.

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(e) Relative Values:

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--"portant point and one that is constantly being debated in educational circles today is that of "relative values". On this very point Professor Mahoney is remarkable clear and emphatic. His opinion follows.--

"After selecting our subject-matter in terms of its social value its relative value must next be considered. And considering how short our time is --why not throw overboard subjects that are relatively of no, or at least, very little value; thereby applying the principle of "most important things first" in our curriculums." Again, he says, "Specialists when consulted in course-making inevitably offend the principle of relative value, for example:- many courses in history and geography are too heavy--no time for all of it--they contain many useless problems, for example; a "problem" in geography, namely--"the dangers of codfish-versus-salmon fishing". Teachers, therefore, in order to cover the ground, must of necessity overlook the developing of understandings and attitudes." I.

(2) Snedden, although he brings out practically the same idea, is by no means as clear and "radical", if I may use the term, although I believe justly so, as is Mahoney. Snedden's opinion follows.

"The central problem in all studies of educational value today is not, "Is this ---



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(2) Snadden, although he brings out practically the same idea, is by no means as clear and "radical", as I may use the term, although I believe justly so, as is Mahoney. Snadden's opinion follows.  
 "The central problem in all studies of educational value today is not, 'Is this

--"thing needed?--of any particular objective of hygiene, language, etc; but, --"Is it more needed than something else?"--He continues; "Under present conditions, educational aims may be said to be in constant competition, and the "fittest" survives--which often means, the best advertized, or the most vigorously promoted." I.

(3) Professor Peters agrees most decidedly with the foregoing opinions of Mahoney and Snedden. Professor Almack also seems to be in agreement with them. Professor Bobbitt agrees also, in general, with the opinions expressed by his colleagues.

(f) Two Kinds Of History:

(1) Mahoney says; --"It is clear that much of the content of history, today taught avowedly for civic purposes, should be taught for cultural purposes only." 2.

(2) Snedden says; --"Some history should certainly be studied for culture--for the vision, interests and appreciations that are worth while in themselves or are essential means of further culture,-- other kinds of history should be studied because they minister to the insights, appreciations, attitudes, ideals, and aspirations that make us good members of our social order--good citizens in a somewhat delimited sense of that much abused word." I.

1. Snedden-David- Educational Sociology--PP. 538

2. Mahoney-John, J, Fifth Year Book--Department of Superintendence.--PP. 218-219



"What is needed?--of any particular

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that much abused word. "I.



(3) Thus, it may be seen that both Professors Mahoney and Snedden agree on this point, that is; that we should distinguish between civic and cultural history in selecting our materials for history courses.

Professor Peters entertains practically the same opinion on this point as do his colleagues, Mahoney and Snedden. Professor Almack, although he makes no direct allusion to it, nevertheless, his general ideas on civic education would indicate he were not in opposition to the ideas expressed by his three colleagues above. Professor Bobbitt does not touch directly on this point either, yet his writings on education in general indicate some harmony with the ideas of the educators here mentioned. On the other hand, some of Bobbitts attempts at curriculum reconstruction seem to contradict his theories. For example:--"One of his plans developed in Los Angeles, California, in which he sets up a fact courses in history that are merely blocks of factual subject-matter, ruins history as it is conceived in this thesis;<sup>Iu</sup> especially by Professor Mahoney.

(g) Lack Of Agreement On Nature Of Specific Objectives.

(I) Bobbitt brings out a point that goes to the root of the discussion on objectives and to the heart of the whole of civic education itself.



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Professors Mahoney and Snedden agree on this point, that is, that we should distinguish between civic and cultural history in selecting our materials for history courses. Professor Peters entertains

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(c) Lack Of Agreement On Nature Of Specific Objectives.

(1) Bobbitt brings out a point

that goes to the root of the discussion on objectives and to the heart of the whole of civic education itself.

To avoid repetition, the reader will find Bobbitts idea on this point on pages 31-32 of this chapter. Incidentally, this is one of the points upon which practically every educator mentioned in this thesis are agreed upon; and the point (as mentioned in the Pages indicated above) upon which, let me repeat, the value of Professor Roberts solution to the point in question is so timely. His plan, in the last analysis, is the only logical way to ever get anything approaching valid, scientific objectives.

(h) Religion As Basis Of Education:

(1) Another point, to my mind, that goes to the root of all civic education, is one agreed upon by Mahoney and Bobbitt, namely, the religious factor in education.

(2) On this point Professor Mahoney says in part; "In the education of the American child we should have religion as a foundation stone, because it is difficult to develop character education unless we have religion as a foundation. When I say religion I do not mean that we should teach some particular religion, nor should it be taught in the American public school. Nevertheless, however given, it should be given the American public school child. In this respect education has a tremendous gap in it, because nowhere---



To avoid repetition, the reader will find Footnote 12 on this point on pages 21-22 of this chapter. Incidentally, this is one of the points upon which practically every educator mentioned in this thesis are agreed upon; and the point (as mentioned in the pages indicated above) upon which, for me repeat, the value of Professor Hoxworth's solution to the point in question is so timely. His plan, in the last analysis, is the only logical way to ever get anything approaching valid, scientific objectives.

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- "does the pupil learn that the American people were God fearing people."<sup>1</sup>.

(3) Bobbitt says; "Quite clearly the problem of moral education is identical with that of civic education. Religion is the taproot of morality. The religious vision is but a further widening of the large-group civic vision--the religious sympathies are but further widening of the social sympathies. Religion lays the solid foundation for the whole, without which little else worthwhile can be done."<sup>2</sup>.

(4) Professors Snedden, Peters and Almack fail to touch on the importance of the above point.

(5) All the educators mentioned in this thesis agree as to the need of "Specialists" as teachers of the social sciences.

(6) All agree as to various political, industrial and social shortcomings (In General) in our democracy.

(7) All agree as to the need of more wholesome ideas on "Patriotism."

(8) All agree on the idea of the need of "large-group consciousness."

## (II.) POINTS OF UNLIKENESS:

(a) Point in question:- (Has The Average Person Time For The Study Of These Problems?

1. Mahoney, John, J.-Civic Education-Boston University-School of Education.
2. Bobbitt, Franklin.- The Curriculum-PP.166-167



--Does the pupil learn that the

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I. Mahoney, John J. -Civic Education-Boston University-

-School of Education.

E. S. Soudier, Franklin. -The Curriculum-1918-19

- "that is, these political, economic and social problems that confront us.

Mahoney dissagrees with Snedden on the above question. Mahoney gives an emphatic YES! to this question. "If interested," he says, "the average man has time for anything."<sup>1</sup>.

Snedden says; "Practically, we know, of course, that comparatively few citizens have time adequately to consider intricate questions of public policy. They are usually guided by the opinions of others whom in one sense or another they regard as leaders."<sup>2</sup>.

Comment: I am inclined to agree with Professor Mahoney on the above point, on the grounds that the average citizen in countless instances is lazy and indifferent to such problems, and could conveniently spend a great deal more time on them. It is not being done however, unless, for example, one of these problems hits directly at his own comfort and well-being.

(b) Relative Values Again:

Although, as we saw under "relative values" on pages 35-36-37, that Snedden brings out practically the same idea as Mahoney, yet their ideas are not identical, that is, -Mahoney would go much further than Snedden. He freely admits his ideas on --

1. Mahoney, John, J. - Civic Education - Boston University - School of Education.

2. Snedden, David. - Civic Education. PP. 133.



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further than Snodden. He freely admits his ideas on --

- "throwing overboard" much of the content of history are revolutionary rather than evolutionary, and would waste no time in doing so. And he is right. Sometimes revolution is a good thing, at least it seems it would be so in this case. Why postpone facts that stare us in the face? Perhaps it is the old story of tradition again.

(I) Schools Must Abandon Tradition:

Incidentally, while speaking about tradition, I think it would be appropriate to quote an extract that came to my attention in the March, 5, 1932 edition of "School and Society", by Dr. John Dewey. It follows: - "Unless and until we permit or rather encourage the schools to abandon the following of traditions which have no relation to existing social realities, our thinking in matters of the greatest public concern, including peace and war, as well as industrial prosperity and depression will continue to be thoroughly stupid, and our leaders will be only such in the sense in which the blind lead the blind."<sup>I.</sup>

(c) More Social Democracy Needed:

Professor Mahoney greatly emphasizes the need of more social democracy in this country. He stresses this point more so than any of the educators mentioned in this thesis.



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(2) More Social Democracy Needed:

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greatly emphasizes the need of more social democracy in this country. He stresses this point more so than any of the educators mentioned in this thesis.

Here are a few extracts taken from a lecture given by him December 3, 1931, in the course entitled, -"Education for New England", delivered at Boston University, School of Education. The subject of his lecture was; -"Race Relations in New England." Professor Mahoney says in part.-----

"It is a perfectly obvious thing that it is easy to get a social democracy among peoples who are more or less homogenous; take the Harvard Club for instance. There you have a group of people who have the same backgrounds, same education etc,-- it is easy to get a social democracy there because the members are of the same religion, are of the same race, the same social status. But when we get people of different religions, who come from different social strains, who belong to a different social status, it is extremely difficult and it requires all kinds of education to put over a social democracy because the moment you get a variagated group, you have these conflicts, bigotries and animosities that stand in the way, as barriers to keep people back."

Professor Mahoney then goes on to tell us of the conflicts arising from misunderstandings (on the part of both parties) that obtained, and do obtain, to a certain degree today, among the native sons of New --



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Professor Mahoney then goes on to tell us of the conflicts arising from misunderstandings (on the part of both parties) that obtained, and do obtain, to a certain degree today, among the native sons of New

- "England as against the Irish and the Jews."

Much of this prejudice could and should be eliminated because, as Professor Mahoney says; - "Since race prejudice is a sentiment, it is an acquired trait, and therefore may be controlled and prevented to a surprising degree, according to Professor Bogardus."<sup>1</sup>.

(I) War That Should Succeed:

The following extract, bearing the above title was found by the writer in a recent edition of the Boston Evening American. It bears directly upon Professor Mahoney's conception of a true social democracy. It Follows:-----

"Catholics, Jews and Protestants of the United States and Canada will meet in joint convention in Washington from Monday to Wednesday "to organize for war on religious prejudice and to promote understanding."

"Men and women very prominent in the clerical and lay forces of these religious denominations will consult each other on the means to eliminate intolerance."

"This is a good war. - It aims not to destroy. It seeks no new territory or trade routes or mandates. Its goal is kindness, happiness and understanding for millions of our people. Therefore, it is entitled to be crowned with the standards of victory."<sup>2</sup>.

1. Mahoney, John, J. - (lecture) (Education for New England - December, 3, 1931. Boston University, School of Education.

2. Boston Evening American, March, 5, 1932.



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I. Mahoney, D.D., (Lecturer) (Boston for New England) - December 3, 1931, Boston University, School of Education, Boston Evening American, March 3, 1932.

(III.) WHAT TO DO:

(1) "First" says Professor Mahoney, "we must enlighten the adult.

(2) "In the colleges we ought to have more of those courses that we might call, - "Examining Our Prejudices."

(3) "After educating the adults, through better teaching in the public schools of the social studies (history especially) aim to have a really and truly social democracy.

(4) "If you do not have a social democracy, then politics will always be more or less rotten, our industrial life will always be more or less hampered, and our general social conditions will not be what they ought to be."<sup>I</sup>.

(IV.) Brief Summary Of Opinions As To Meaning Of Civic Education--  
(As Set Forth By Mahoney, Peters,  
(Snedden, Almack and Bobbitt)

(a) The substance of Professor Mahoney's Idea of civic education then, tells us that the sum total of the specific teachings, activities and procedures in our schools determines whether or not its products develop wholesome appreciations, behavior tendencies and understandings; and whether these will carry over into large-group relationships after the classroom is left behind, and as citizens, these products of the American Public School become members of city, state, ---

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- "national and international groups.

Professor Mahoney questions seriously whether the American public school is doing all it can do to turn out good American citizens in the light of what the school offers as civic education, especially history.

(b) Of the five opinions on civic education given here, Peters most faithfully agrees with the viewpoint of Mahoney as briefly summarized in the above paragraph.

(c) Snedden is next in line with Mahoney and Peters, although not nearly as clear on expressing his ideas as his predecessors.

(d) Almack, as next in line, seems to agree on most of the opinions of his colleagues, Mahoney, Peters and Snedden; yet, he fails to touch on such vital vital divisions of civic education as do these other educators.

(e) Bobbitt, the last opinion given, agrees in general also with his four preceding colleagues as to the meaning of civic education. Of the five educators mentioned, Mahoney and Bobbitt are the only two to mention the importance of religion (in some form) as a basis for education.



- Personal and Intellectual Growth

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CHAPTER I.PART II.WHAT IS MEANT BY HISTORY.(A) Introduction:

We now come to an explanation of the word around which the body of this thesis is built, namely; history. The explanation is based on leading authoritative definitions, some of which, hold views in common, while others do not.

Five different definitions of history are given, in order that by way of comparison, criticism, and selection, a fairly accurate conception of the term may be arrived at. It would be an error to single out any particular definition of history that follows and accept it as the definition. But the reader will find ideas in all of them that define history as we know it today. Such a concept of history is necessary to build up a correct estimate of its real civic value.

This thesis is particularly concerned with the civic content of secondary school history which usually includes, American, Ancient, World, and Modern history--(Medieval in some courses)--also Problems of Democracy and Current Events.

(I) Bourn's Definition:

"History must be ever anxious to learn how things have come to be; avoiding the 18th century error that history is to illustrate certain eternal principles, an unvarying human ---



# WHAT IS MEANT BY HISTORY.

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- "nature, a set of natural rights, a closed list of virtues. And it must avoid the approach that it is only interested in heroes, in political struggles, in the rise and fall of states. To gather the elements of the idea into a definition--History is the science of the development of men in their activity as social beings." <sup>1</sup>.

(2) Encyclopedia Definition:

"History is used by Herodotus in the sense which it has since retained, namely, - "a narrative of events and circumstances relating to man in his social or civic condition." <sup>2</sup>.

(3) Schwickerath's Definition:

"History is a systematic record of past events that concern humanity. It is particularly concerned with why a thing happened, hence the causes and results must be studied. It is not merely a biography of great men, for they are only a product of the people, hence the people's part cannot be ignored. Leaders are simply spokesmen, who, sometimes are originators, but not always. History is not merely concerned with politics, as was formerly assumed, but it deals with practically every sphere of human activity." <sup>3</sup>.

(4) Johnson's Definition:

"In its

1. Bourne-Henry, E.-The Teaching of History and Civics.--  
-PP. 16-17

2. Winston's Cumulative Loose-Leaf Encyclopedia; vol. V.

3. Schwickerath-Robert, S. J.-Former Professor of History-  
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- "broadest sense History has come to include the whole realm of accomplished fact, whether recorded or unrecorded, everything that ever was, whether known or unknown--the illimitable past itself." I.

(5) Klapper's Definition:

"History must be regarded as biographical data translated into terms of national development; as important chronology; as the story of political development; as economic causes of progressive changes that constitute the growth of a people; and finally, as the cross section of the evolution of civilization.--Which of these interpretations shall we accept as the final explanation of history? This is a question frequently asked but never satisfactorily answered because it is misleading. Each of these conceptions of history gives one aspect of the story of the human race. History, in one sense, is therefore, the composite of all these conceptions. In another, it is one or another of these conceptions depending upon the characteristics of the age that the historians desire to stress. To interpret all history, all periods, all men, all movements from one angle gives a conception of history that is both inadequate and misleading."<sup>2</sup>.

(6) History As A Social Science:

History,

1. Johnson, Henry.\*-Extract from, Teaching The Social  
--Sciences, By Edgar Dawson--PP.210.
2. Klapper, Paul.-The Teaching of History-PP.18-19



43.  
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(4) History As A Social Science:  
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1. Johnson, Henry. --Extract from Teaching the Social  
--Science, by Edgar Johnson. --P. 210.  
2. Major, Paul. --The Teaching of History. --P. 10-12

- "it might be said, is the senior member of that group of studies known today as the Social Sciences, namely; History, Economics, Civics, Geography and Sociology. Training for good citizenship presumably, has always been an important aim of history, and so when the above named subjects were christened "Social Sciences", of course, history occupied the place of honor by virtue of its long established place in the curriculum, if for no other reason. Let it be understood, however, that we do not here claim that history has no right to occupy the position it does among the social sciences. But this thesis does claim that history, if it is to occupy this position, and since the acknowledged purpose of the social sciences is to train for good citizenship, then it is difficult to see just how it can logically occupy its place among them, as it has been, and is now predominantly being taught.

(7) Comment:

Someone has said that, "there are almost as many definitions of history as there are historians." Practically all of them have something in common, while, on the other hand, many of them include some meaning that is lacking in another.

For example; according to Johnson's definition, which defines history--



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- " in its broadest sense, everything that ever happened can be classified as history. Therefore, it would seem logical to hold that such commonplace facts as any newspaper clipping is historical matter. For example; (to take one or two at random) \* "Field Mice Found To Run Twenty Miles In One Night" -- or -- "Maine Autoist Held On Rum Transport Charge." Yet, such facts, we know, are not accepted as history in its more limited sense.

Again, the substance of Bourn's definition, namely; "The science of the development of men in their activity as social beings, "- is practically identical with that of the definition of Herodotus, that is, "- a narrative of events and circumstances relating to man in his social or civic condition."

Klappers definition appears to be very scholarly and as complete as it is possible to make it. Klapper warns us that "no one aspect" of history can be accepted as a definition of the subject, that is, discussed from one angle only. Rather would he have us believe, and rightly so, that "history is a composite of all these conceptions."

Practically all historians agree that history is no longer concerned with politics alone. But in any event, we must, if we are to realize any civic



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#### CHAPTER I.

#### PART III. WHAT IS MEANT BY SECONDARY SCHOOLS:

##### (a) Introduction:--Necessity Of Determining Meaning Of Secondary Schools In This Thesis.

The following and last section of this chapter is concerned with the final explanation of terms contained in the main title of this thesis, namely, Secondary schools.

This explanation is offered in order that there may be no misunderstanding as to why the term is used here, and also how it is to be understood in connection with this thesis.

The reader, therefore, is to remember that this thesis is concerned specifically with an analysis and criticism, both destructive and constructive, of the content of secondary school history. This analysis and criticism then, is not concerned with elementary and collegiate history, although much of what we censure in the secondary field could be applied to the elementary field also and perhaps to the Junior College.

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-- our attention is here focussed on the secondary school, and still further is it centered on the Junior and Senior high school within the secondary field.

This particular part of the secondary system was selected because herein lies the heart of our school system that is most in need of reorganization. In the Junior high-school range especially should we develop through the medium of the social sciences, particularly history, those attitudes, ideals and understandings we now stand so much in need of in our complex democracy. That the secondary school is not doing all it might do to justify its definition as given in paragraph (c) below, and also its ever increasing cost to the American tax-payer, is apparent.

(b) Lack Of Agreement At Present:

There appears to be no set definition of the secondary school at present. The generally accepted definition previous to the coming of the junior high-school recognized the four year high-school as THE secondary school. The secondary school has been and is being reorganized however, and it now tends to include both junior and senior high-schools as well as the Junior college.

(c) Definition Of Secondary Education.

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--"education" is used with many different meanings. The lack of uniformity and clearness has led to a considerable degree of confusion in thinking. For the purposes of this report, the term -- "secondary education" is defined as "the organized effort of society through its schools to aid the normal process of growth and development and to reproduce desirable changes in the attitudes, ideals and behavior of youth during the period of early and middle adolescence. This organized effort will require tools and materials, processes, and the adaptation of both of these to the needs of boys and girls and of young men and women."

"The greatest difficulty which arises in the application of this definition is that the onset of adolescence is by no means fixed at the same age for all individuals. It may come, for instance, as early as nine or ten years of age with some children and as late as fifteen or sixteen with others. The difficulty is greatly reduced, however, by the fact that for the large majority of girls, adolescence begins at eleven or twelve years of age and for the large majority of boys, at thirteen or fourteen. Individual attention and treatment will be necessary in the cases of those children whose critical life experience differs from the norm. The agencies already set up by society, or in process of---



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--"being set up, in order to afford secondary education of the character contemplated in this report are the Junior high-school, the Senior high-school, the Junior college, and several types of trade, industrial, vocational, commercial, and continuation schools."

(In regard to the Junior college which quite recently came into prominence in the educational field in connection with the reorganization of secondary education, and also those other types of secondary educational institutions mentioned above exclusive of the Junior and Senior high-schools, a word must be said here concerning them lest there be any misunderstanding as to why they are mentioned in this thesis.)

(The types of schools mentioned above are all considered part of the secondary school system, and, as such, must be included in the definition of secondary schools. Yet, this thesis is not concerned with all of them. It is concerned only with the Junior and Senior high-school divisions of the secondary school system.)--To continue with the definition:-

"These institutions for the majority of pupils who take advantage of their opportunities comprehend the years lying between the ages of eleven or twelve and nineteen and twenty. Individual variation by sex, etc constitute adjustment problems here.<sup>I</sup>"



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(d) Comment:

Regardless of the lack of agreement as to the definition of our secondary schools, it seems to be fairly well established that the junior can be included with the senior high schools as an integral part of our secondary school system. All progressive communities link the junior and senior high as secondary schools in their programs of reorganization.

This chapter, then, comes to a close with the reader, I trust, fairly well informed in regard to the meaning of the terms used in the main title of this thesis. The following chapter deals with the meaning of a term that only until comparatively recently has caused curriculum makers to "stop, look, and listen" as it were, to discover better ways and means of getting more convincing results from the courses the schools offer to promote good citizenship.

Perhaps the reader feels that this section explaining the meaning of the term "Secondary Schools", is unnecessarily long. But the writer feels that the excellence of the detailed definition fully justifies its use here, and that any attempt to condense it would sacrifice clarity.

Chapter II, follows.



(d) Comment:

Reparations of the lack

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Perhaps the reader

feels that this section explaining the meaning of the term "Secondary Schools" is unnecessarily long. But the writer feels that the excellence of the detailed definition fully justifies its use here, and that any attempt to condense it would sacrifice clarity.

## CHAPTER I.-SUMMARY

This chapter then, has attempted to explain the terms used in the main title of this thesis.

Part I.-introduced the reader to Professors Mahoney, Peters, Snedden, Almack, and Bobbitt in the order named, followed by their individual ideas on the meaning of the first division of this thesis title, namely, "civic education". Section (F) of this chapter attempted a comparison of all the ideas of the educators mentioned above as to their points of likeness and unlikeness on their theories of civic education. This was followed by a brief summary of their opinions on civic education.

In Part II.-the term "history", used in the thesis title is explained by offering five authoritative definitions of history, followed by a paragraph discussing "history as a social science", and concluded with a commentary paragraph on the quoted definitions.

Part III.-offered a current explanation of the term "secondary school". This was considered necessary due to the lack of general agreement on the conception of the term. This is followed by a commentary paragraph in regard to the term here under consideration.

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CHAPTER II.-----(WHY EDUCATION FOR CITIZENSHIP?)-----

PART I.-----

(I) Introduction:

I know of no better way to introduce this chapter and to form an answer to the question it asks (Why Education For Citizenship?) than to use the following quotations.

Until comparatively recently, -"the great writers of all ages have held themselves well away from any formal discussion of the art of right living and the science of a skillful carriage of one's faculties. Government, war and eloquence have indeed received full scientific statement, and those arts called music and sculpture have obtained abundant literary treatment. But for some reason, no philosopher has ever attempted a formal treatment teaching the youth how to carry his faculties so as to avoid injuring his fellows and secure for them peace, happiness and success. Nevertheless, the art of handling marble is nothing compared to the art of handling men. Skill in evoking melody from the harp is less than nothing compared to skill in allaying discords in the soul and calling out its noblest impulses, its most energetic forces."

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"Nor is there any science or

- "any productive industry whatsoever that is at all comparable to the science of just, smooth and kindly living. For the business of life is not the use and control of winds and rivers; it is not the acquisition of skill in calling out the energies concealed in the sky. The business of life is the mastery of the art of living smoothly and justly with one's fellows and the acquisition of skill in calling out the best qualities of those about us. Indeed the home and the market do but furnish practice-ground for developing expertness in carrying out one's faculties. Sir Arthur Helps first coined the expression, "the art of right living," and society can never be sufficiently grateful to this distinguished scholar for reminding us that when every other art has been secured, every other science achieved, there still remains for mastery the finest of all the fine arts, the science of a right carriage of one's faculties 'midst all the duties and relations of home and school, of store and street."

"Searching out for some reason why scientists have discussed friendship, reform, or patriotism, but have passed by the science of right living, we shall find the adequate explanation in the fact that this is the largest subject that can possibly be handled. It concerns the right carriage of the whole man, the ---



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- "handling of the body, and the maintenance of perfect health; the control of the temperament, with its special talent or weakness; the use of reason, its development and culture; the control of judgment, with the correction of its aberrations; it involves such a management of the emotions as men have over winds and rivers; it concerns conscience and conversation, friendship and commerce, and all the elements affectional and social, civic and moral."

"Man's success in mastering other sciences encourages within us the belief that it is possible for men to master the science of getting on smoothly and justly with their fellow men. In importance this knowledge exceeds every other knowledge whatsoever. To know what armor to put on against to-morrow's conflicts; how to attain the ends of commerce and ambition by using men as instruments; how to be used by men, not by injuring them, not by cheating them, not by marring or neglecting them; but how through men to advance both one's self and one's fellows--this is life's task. For skill in getting on with men is the test of perfect manhood."

"No other knowledge is comparable to this. Man has skill for turning poisons into medicines. He changes deadly acids into balms, but he has no skill for taking envy's poisons out of the tongue or --



504  
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- " sheathing the keen sword of hatred. As to physical nature, man seems rapidly approaching the time when all the forces of land and sea and sky will yield themselves as willing and obedient servants to his will. But having made himself monarch in every other realm, man breaks down utterly in attempting the task of living peaceably with his friends and neighbors. Sublime in his integrity and strength, he is most pitiable in the way he wrecks his own happiness, and ruins the happiness of others."

Not An Easy Task, However:

"Today science explains the difficulty of right living by the largeness of man's endowment. There are few failures in the animal or vegetable world. Instinct guides the beast, while the shrub attains its end by automatic processes. The pathway opened before the brute world is narrow and its task, therefore is very simple, while the vast number of pathways possible to man often embarrasses his judgment and sometimes works bewilderment."

"After thousands of years man is still ignorant whether it is best for him to eat fish or confine himself only to fruit; whether the juice of the grape is helpful or harmful; whether a monarchy or democracy is better suited for securing the people's happiness and prosperity; whether --



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- "the love of God in front is a motive sufficient to pull a man heavenward or whether fear and fire kindled in the rear will not lend greater swiftness to his footsteps. It is wonderful how many problems yet remain to be solved. Nor could it be otherwise. As things increase in size and complexity the difficulty of handling them increases."

But We Must Face It:

"But 'midst all life's conflicts and clashings this task is upon us. We are to maintain peace, love our enemies, and ultimately master the art of right living with our fellows. Schools can teach no other knowledge comparable to this. It is important to train the child in music, to drill him in public speech, how to swim and ride, the use of tools and engines, the nature and production of wealth; but it is of far greater importance that youth should be given a knowledge of men, and become a skillful student of human nature to learn how to read the face as an open book."

"When the school has trained the child to the use of tools, given the tongue skill in speaking, and the mind skill in thinking, it remains to teach him the study of men, the peculiarities of each of the five temperaments; the nature and number of the animal impulses; the use of the social and industrial



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- "impulses; the control of the acquisitive and the spiritual powers. That which will tax him and distress, and perhaps destroy him, will be the carriage of his faculties midst all the clash and conflict, the din and battle of market and street. And 'midst all the strife, this is to be his ideal - to bear himself toward his enemies and toward his friends, after the pattern of Him who "makes His sun to shine upon the evil and the good, His rain to fall upon the just and unjust." <sup>I</sup>.

## (II) What Is Citizenship?

### (a) A Lesson From Ancient Greece:

"When the youth of Athens became old enough to assume the responsibilities of full citizenship, they took an oath known as "The Athenian Pledge". The substance of this pledge we in America might well adopt. It follows:

"We will never bring disgrace to this city by an act of dishonesty and cowardice, nor ever desert our comrades in the ranks, We will fight for the ideals and sacred things of the city, both singly and together. We will revere and obey the city's laws, and do our best to incite a like respect and reverence in those above us who are prone to annul or set them at naught. We will strive unceasingly to quicken the public sense of duty. Thus in all these ways we--



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- "will transmit this city, not only not less, but greater, better and more beautiful than it was transmitted to us." <sup>1</sup>.

(b) Lodge's Idea:

"The accident of birth or the certificate of a court will make a man a citizen of the Republic, entitled to take part in the government and to have the protection of that government, wherever he may be. The title of citizenship implies certain rights on his part (and duties also) and certain obligations and responsibilities on the part of his government toward him."<sup>2</sup>.

(c) McCall's Idea:

McCall says; "The central idea of citizenship is one of relation to others. No one can be a citizen all by himself."<sup>3</sup>.

(d) Cubberley's Idea:

"It has finally dawned on us as a people, that effective citizenship must consist of much more than a knowledge of our political machinery and organizations. All this may be useful, but it is only a part, and a relatively unimportant part, of real civic education. - Instead, real education for citizenship, we now see, is a long process, and involves much indirect as well as direct instruction. Its final outcome must lead the pupil to see beyond the forms of --

1. Broome and Adams - Conduct and Citizenship. - PP. 4

2. Lodge-Henry, C. - A Frontier Town and Other Essays - PP. 32

3. McCall-Samual, W. - The Liberty Of Citizenship - PP. 3



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"the organization of our government and political institutions; it must give training for associative living in a democratic society of increasing complexity, in which each must do his part and perform his proper tasks. This must be done chiefly by long continued training during the formative years."<sup>1</sup>.

(e) Mahoney's Idea:

The gist of Mahoney's idea of citizenship might be summed up in the following words.-One who would claim the title of a true citizen, and therefore to citizenship, should be one who judges his fellow man not as to what race, religion, or social status, or how much wealth he possesses, but in terms only of his social worth; that is, -what has he done and what is he doing to help his fellow man. It is understood that he possess the necessary formal qualifications also.<sup>2</sup>.

(f) COMPARISON OF ALL IDEAS:

(I) Points Of Likeness;

a. The Athenian

Pledge is indeed a remarkable paragraph when we consider that after thousands of years its meaning and significance has not changed essentially (at least in theory) from what is meant by citizenship in this the twentieth century. It seems that it contains in substance what --

1. Cubberley-Ellwood, P.-Education for Citizenship, By--  
-Almack-Introduction.

2. Mahoney-John, J.- Civic Education Course. Boston University, School of Education.



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\*"citizenship should mean in every land. In this degree, then, does it resemble all the definitions of citizenship given here.

b. The last sentence is especially significant, namely; "thus in all these ways we will transmit this city, not only not less, but greater, better, and more beautiful than it was transmitted to us." The thought behind it implies cooperation not only as individuals but as members of groups working for the welfare of all. Selfishness plays no part in it.

In this respect it is not unlike Lodge's idea which calls for certain rights, duties and obligations on both the part of the citizen and the government. Nor is it unlike the idea expressed by McCall who says; "-no one can be a citizen all by himself". --Nor of Cubberley who says; "It must give training for associative living in a democratic society of increasing complexity, in which each must do his part and perform his proper tasks."

c. And certainly it does not disagree with Professor Mahoney's conception of citizenship expressed in his idea of the good citizen in a social democracy, already presented in Chapter I. and on page 63 of this chapter.

(II) Points Of Unlikeness:



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(1) There is, however, a difference between the modern conception of citizenship and the ancient.

(2) This difference lies not in the idea of adhering to fundamental principles of right and wrong, but rather in the decided, and at times bewildering complexity of modern civilization as compared with the simplicity of ancient, yes, and medieval and even until the dawn of the Industrial Revolution.

(3) In this degree, then, does modern citizenship require more responsibility and interest in its civic affairs if it is to survive. This interest and responsibility is lacking to an alarming degree in the political, industrial and social life of this nation. It can largely be corrected through better civic education, but not through, for example, most of the present courses in history, which are supposed to correct these "shortcomings".

### (III) Conclusion:

If these ideas and opinions then, express the meaning of citizenship down through the ages to the present day, it is indeed a healthy sign that educators are beginning to question the claims and value of the content and method of many subjects that occupy a place on the curriculums of our public schools. One of these subjects that is under fire -----



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is history, and well it might be. We can no longer afford to accept vague generalizations, definitions and objectives in connection with our educational system in the face of an ever increasing and almost unbelievably complex democracy.

## CHAPTER II.

### PART II\*\*\* GROWTH OF MOVEMENT FOR BETTER CIVIC EDUCATION.

#### (I) Introduction:

To those who have studied American History, one of its most outstanding and perhaps one of its best remembered chapters is that of the effect of the Industrial Revolution. Its coming brought with it the most sweeping political, economic and social changes this world has ever known. The Industrial Revolution is with us today and is constantly adding to the complexity and diversity of its man-made machines. In fact many economists and sociologists wonder if it is not possible that man might destroy himself with the very machines he intended should aid him.

This Industrial Revolution with its accompanying changes in our mode of living has gradually caused those who held the reins of our educational system to pause and survey their curriculums, to see whether or not they were keeping step with these changes. The answer, as we might well expect, was in the negative.

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And so, as we see in the following paragraphs, definite steps were taken to try and remedy the situation. It seems that the first such important steps were taken by the National Education Association, which report follows.

(II)

(a) Report Of National Education Association Committee: I.

I. Origin Of Report:

"Sixteen years ago the National Education Association issued a committee report on the social studies in secondary schools. The investigation which led to this report was founded on a feeling that history, as taught, failed to accomplish the purpose of real education for citizenship. Explanations of this failure were offered, such as too little time, poor textbooks, untrained teachers, etc., but explanation did not change the fact. It was felt that a service to both education and citizenship could be rendered by a systematic and constructive effort to reorganize and to vitalize the teaching of those studies whose great general aim is the establishment of civic virtues and a better social conscience."

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"The committee considered the different elements contributed by history, civics and government, economics and sociology, and sought



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"The committee considered the different elements contributed by history, civics and government, economics and sociology, and sought

- " to prepare a course that would include the elements in the best form possible in the limited time set at the disposal of the secondary schools. They considered that the work of the secondary schools began when the pupil was about twelve years old, and continued for six years, culminating in his graduation from high school. They believed that every pupil might properly be required to pursue these studies during each of the six years. Other subjects could wait until training for citizenship had been provided."

## 2. Object Of Report:

"In the past we studied history for the practical purpose of learning the leading facts in the evolution of our own country. Textbooks and teaching have been based on this idea. But even in their best presentation, the facts thus taught were more or less superficial and isolated, and the results of learning them not very encouraging. (Is it any wonder)--A recognition of this fact was one of the forces behind the work of the committee of 1916.

In the judgment of that committee, the general purpose in teaching the social studies is preparation for a finer citizenship to meet the demands of democratic conditions. Men were throwing off the strings of tradition, superstition and public opinion and becoming in this degree, free, --



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### 3. Object of Report:

"In the past we studied history for the practical purpose of learning the leading facts in the evolution of our own country. Textbooks and teaching have been based on this idea. But even in their best presentation, the facts thus taught were more or less superficial and isolated, and the results of learning them not very encouraging. (Is it any wonder?)--A recognition of this fact was one of the forces behind the work of the committee of 1916.

In the judgment of that committee, the general purpose in teaching the social studies is preparation for a finer citizenship to meet the demands of democratic conditions. Men were thrown off the wings of tradition, superstition and public opinion and becoming in this better, freer, --

- "but nothing was being done to insure wisdom in the use of this freedom."

### 3. Result Of Report:

"The report was intended to be preliminary, to provoke discussion and criticism out of which maturer judgment might grow, definite purposes might emerge, and the best methods of attaining these purposes become clear. The World War turned our minds away from educational effort for a while, but the influence of this committee continues to be felt. We are still discussing the report of this committee of 1916.

### 4. Not An Easy Task:

"In the problem of organizing any field of education, the most difficult and the most important element is a clear understanding of the definite, concrete purposes to be attained; but the purposes of the social studies are much more difficult to understand and to state than are those of any other field. Most people can see at once some definite practical object in learning the sciences or mathematics or languages. They are of value in preparation for medicine, engineering, foreign trade, etc. But in pursuing the social sciences the boy is only preparing to be a citizen, or at least his father took out paters--what more is there to it?"<sup>I</sup>.

I. Report of the Committee on Social Studies---

--Department of the Interior Bulletin No. 28, 1916.



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(B) OTHER SIGNIFICANT ATTEMPTS FOR  
BETTER CIVIC EDUCATION:

(I) Secretary's Report On National Council  
For Social Studies. I.

"In February, 1921, a small group of history and civics teachers, with some school administrators and others met in Atlantic City to consider the need of a national organization. Much confusion characterized the efforts to teach history and the elements of the social sciences in the schools. It was felt that some good would result from a more united and systematic effort at stabilizing our work. Since so many groups were directly or indirectly responsible for some part of this field of teaching, it was felt that the most wholesome growth would result from a federal organization. Consequently, a preliminary constitution was adopted, which lately, through amendment and revision, grew into the document which now describes the National Council."

"It may safely be said, that the National Council for the Social Studies is now a recognized and useful agency of education."

(2) Education For Citizenship:

"In the last decade of the nineteenth century the subject of civics was greatly expanded. The study of state government was added, and lists of local, state and national officials, --



(b) OTHER SIGNIFICANT ATTACHMENTS  
GENERAL CIVIL ACTION

(1) Secretary's Report to National Council  
for Social Studies, 1932

"In January, 1932, a small group of history and civics teachers, with some school administrators and others met in Atlantic City to consider the need of a national organization. Much confusion characterized the efforts to teach history and the sciences of the social sciences in the schools. It was felt that some good would result from a more united and systematic effort at stabilizing our work. Hence so many groups were directly or indirectly responsible for some part of this field of teaching, it was felt that the most wholesome growth would result from a federal organization. Consequently, a preliminary constitution was adopted, which later, through amendment and revision, grew into the document which now describes the National Council."

"It may safely be said, that the National Council for the Social Studies is now a recognized and useful agency of education."

(2) Resolution for Organization

"In the last decade of the nineteenth century the subject of civics was greatly expanded. The study of state government was added, and later of local, state and national officials, --

--"together with their duties were memorized. At the same time some study was given to the subject of foreign governments. In 1893, the Committee of Ten brought in its report. It recommended four years of history in the high school, and four years in the grades. Civics and geography were to be taught with history. Oral lessons, combined with collateral readings, were suggested. New textbooks, embodying these ideas appeared.

"Four years later, in 1897, the Committee of Twelve advised the introduction of such studies as would connect the home and the school. This marked the beginning of investigations for civic values in history. The trend commenced to be away from the deductive methods of the past. The function of government was stressed instead of form. Social surveys were now frequently made. Local and community affairs were conceived to be of supreme importance. In 1907, on the articulation of high schools agreed to accept one year of social science for college entrance. The course was to be based upon current events and problems." I.

(3) Recent Developments:

"The changes that were thus taking place were, as we saw, clearly reflected in the work of the committee of the National Education Association which reported on the social ---



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--"sciences in 1916. The claims of economics and sociology for recognition were admitted. The new program was adopted to both the 8-4 and 6-3-3 plans of school organization. The new subject of vocations was made a part of civics, and the community idea was strongly emphasized."

"The last report is the product of the effort of a joint committee of the American Political Science Association, the National Municipal League, and the American Historical Association. Their final report was rendered in 1921. Training for citizenship is the avowed purpose of the committee."

"A still further study of the teaching and content of the social studies has been under way for some years, financed by the Commonwealth Fund. The work is under the direction of a well-selected national committee which is making a very careful study of the problem. Their report will be of great importance.<sup>I</sup>"

Individual studies by leading educators have been going on and will continue to go on in the meantime.

Comment:

In spite of all these attempts for better civic education, and, although they did accomplish something in that they stimulated thought and discussion, nevertheless, civic education has not --



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I. Alcock-John, C. - Situation for Citizenship. P. 81-82-83

--accomplished what was expected of it as a result of these attempts, at least not through the teaching of history. And why? Because these attempts were not first based on reasonably scientific valid objectives and the content of history courses selected accordingly.

## CHAPTER II.(con't)

### PART III.\*----- NEED FOR BETTER CIVIC EDUCATION IN AMERICA.

#### (I) Introduction.

The following and final section of this chapter (II) is an attempt to justify the efforts that have been made and are being made by those educational leaders in the interest of better and more effective civic education.

Realizing that a democratic form of government such as we have in these United States of America, is based in the last analysis for its success or failure on the active intelligence of its citizen voters; these educators have earnestly set to work to see whether or not the schooling these citizens were receiving measured up to the ever increasing complexity of this democracy. At the same time surveys of the political, economic and social life of our democracy revealed many "shortcomings". Hence the need for better civic education in America.



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(II) Need For Better Civic Education In America., (con't)

(a) Our Democracy A Splendid Theory-  
But Will It Survive?

(1)- We in the United States of America are engaged in one of the greatest experiments of the ages, the experiment of democracy; a society based upon the principle of the square deal and the open door of opportunity. Until the birth of America this democracy that is with us today was little more than a dream.

Democracy in these United States, has withstood the storms of nearly one hundred and fifty years, and has been on the whole, successful, not in a small and sheltered community, where its critics said alone it could thrive, but in a great, vast nation. It has succeeded in the face of almost universal prophesy of failure, and stands beyond question one of the greatest accomplishments of all history.

(2) Not Perfect, However:

Yet an analysis of this democracy as it exists in these United States today, reveals serious "shortcomings" and limitations, which, if allowed to go unchecked, threaten its very existence. And one of these serious "shortcomings" lies in its present system of education, (or lack of it).



(II) Need for Better Civic Education in America, (cont'd)

(a) Our Democracy a Splendid Failure  
But Will It Survive?

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### (3) Will History Repeat Itself?

Let us not, then, sit back in perfect contentment and feel that our systems of government and education are secure and impregnable. If we do, then the institutions of this glorious nation, that have so far carried her through many a crisis, are in danger of being undermined, and may eventually go the way of ancient Greece and Rome.

This is no pessimistic prophesy. It is the result of an analysis based on the opinions of many of the country's leading thinkers and educators.

#### (b) Must Restore Our "Lost Citizenship:" I.

"If Democratic government is to survive, it must discover means of restoring to the individual citizen his personal initiative and responsibility. For it is not difficult to feel that the scale of modern civilization has of itself done much to deprive him of his freedom. He cannot hope, in populations of the modern size, that his own voice will be clearly heard. To want effectively he must be a part of an organization wide enough, and significant enough, to be able to make its impress upon political authority. The citizen who stands alone today is lost. It is as part of a group that he secures the power to fulfil himself."



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"We confront a new epoch, and we require an educational scheme more fitted to meet the issues that it raises. No state can hope, in the long run, for survival save as it knows the minds and hearts of its citizens; for upon no other condition can it, in the end, retain their allegiance. To win that knowledge it must utilize their experience. The state of our time must make its authority valid, not by the sanctions it can enforce, but by the sense it creates in each of us that its activities are a genuine response to our experience. But to create the sense, it must penetrate within our lives. It must relate to itself the fellowships we have built as avenues for the expression of personal values. As it experiments with them it will come more fully to understand the wants of human nature; and from increasing knowledge will come increasing power of fulfillment. In no other spirit can it meet the challenge of a new trust."

(c) "Shortcomings" Of Democracy  
In America: I.

"Democracy in these United States as revealed by an analysis presents certain "shortcomings" or "off-moments" or call them what you will. Let us look at a few of them. It will probably be helpful if we try to classify these shortages under three categories, namely;

- I. Extracts from course in Civic Education at Boston University, School of Education. Course given by-- Professor John J. Mahoney.





- 1. Wrong behavior tendencies
- 2. Failures to understand
- 3. Anti-social emotionalized attitudes.

(d) Wrong Behavior Tendencies:

(1) What can be said

as regards number 1. above? In the first place, -do we tend to elect capable leaders? While it is true America has been on the whole very fortunate in its leaders,-- nevertheless, this tendency prevails. In other words we do not tend to elect capable representatives but merely to elect delegates. Therefore, in this degree will political democracy deteriorate."

(2) Athletes Favored:

"Again, there is even in our high schools and colleges an invariable tendency to elect athletes to office in school activities. This does not mean that there are not capable leaders of the athlete-scholar type--there are such individuals but they are usually exceptions."

Therefore, a recognition of real leadership seems to be a needed behavior tendency within as well as without our American public schools.

(3) Voting Treated--  
Lightly.

"Again, we, the American people, do not take voting as seriously as we should. There may be exceptions, such as in times of crisis, otherwise we do not. In times between a ---



- 1. Strong behavior tendencies
2. Tendency to understand
3. Anti-social emotional effect
- judges.

#### (4) Wrong Behavior Tendencies:

(1) What can be said

as regards number 1, above? In the first place,--do we  
tend to elect capable leaders? While it is true America  
 has been on the whole very fortunate in its leaders,--  
 nevertheless, this tendency prevails. In other words we  
 do not tend to elect capable representatives but merely  
 to elect delegates. Therefore, in this respect will politi-  
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#### (2) Capable Leaders:

"Again, there is even in our high schools and colleges an  
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#### (3) Further Treated--

Leadership.

"Again,

we, the American people, do not take voting as seriously  
 as we should. There may be exceptions, such as in times  
 of crisis, otherwise we do not. In times between a --

--"crisis, the average man, unless interested for some reason or other, tends to say; "politics are rotten" and so on, and therefore stays at home. Among them are many college graduates also, and these same individuals are the very ones who, after the election tend to criticize it. Whereas if people vote, it at least shows an interest, and hence, there is something to work with as a start."

(4) Minority Often Treated Unfairly:

"Again, there is a tendency not to give the minority a square deal. In America the will of the majority prevails. There seems to be a standardization of opinion, which ultimately leads to the death of any nation that permits it. True progress, on the other hand, demands a verile minority. There is need of more sportsmanship on the part of the majority. Of course the majority may be right, but all honest controversy should be permitted, not stifled. America, in this degree, is very deficient. Therefore, there is a danger that we regard the voice of the majority as the "Will of God".

(5) "Why Are So Many Corrupt Politicians Products Of The Public Schools"?

"If education helps good government, why is it that well educated and selfish





--"politicians, and notorious political bosses (Tweed, Wood, Bernard, Platt, Payne, Quay, Barnes, etc) are usually men who have had a good education?" I.

(6) Our Unsatisfactory Democracy:

The following article bearing the above title further illustrates the fact that we have here in these United States political "shortcomings".

"What America needs is a passion for justice. The average citizen would like to feel that he can trust his government. He Cant! It does not operate in a spirit of fair play." 2.

(7) On Law Making and Law Breaking

(a) Comparative Crime Records.

1911 COMPARATIVE CRIME RECORDS. 3. 1921

|               |         |          |        |      |         |     |
|---------------|---------|----------|--------|------|---------|-----|
| United States | Average | Homicide | Record | Per. | 100,000 | 7.2 |
| Quebec        | " "     | " "      | " "    | " "  | " "     | 1.0 |
| Italy         | " "     | " "      | " "    | " "  | " "     | 3.6 |
| Switzerland   | " "     | " "      | " "    | " "  | " "     | 2.1 |

While In 1922-23

|             |     |     |     |     |     |                  |
|-------------|-----|-----|-----|-----|-----|------------------|
| Memphis     | " " | " " | " " | " " | " " | 66 $\frac{3}{4}$ |
| Nashville   | " " | " " | " " | " " | " " | 34.7             |
| New Orleans | " " | " " | " " | " " | " " | 25.5             |
| St. Louis   | " " | " " | " " | " " | " " | 21.5             |

Note: The above list could be considerably lengthened, but the above is sufficient to illustrate our purpose here. Therefore, we might say that theoretically and sentimentally the American people are law abiding. In actual practice, however, our record is a bad one.

1. School and Society, March 5, 1932-PP. 328

2. School and Society, March 5, 1932-PP. 327

3. Civic Education Course-Boston University, School of Education. Course given by Professor John, J. Mahoney.



•

(8) "Possible Causes Of Crime:

1. Mania for making laws (often ridiculous)
2. Entanglements and delays tending to prevail in American legislation.
3. Double standard of justice, -one for rich-one for poor.
4. Lack of outlet in highly civilized life for youths adventurous urge: for example; -to break the law is adventurous--youth gets a "kick" out of it.

Therefore, again, the point to be made here is, that on the face of this lawlessness, teachers should not rest on present courses in schools today; they should know the causes of crime, for unless they know the causes they cannot suggest the remedies." I.

(e) Failures To Understand:

"In an analysis of our democracy we are found to be guilty of certain failures to understand, for example:-

I. One of the most glaring failures in this regard is the difference between nationalism and internationalism. Our school histories give plenty of evidence of an overemphasis on the former. They should be toned down and more international sportsmanship displayed.

2. History is often taught for false patriotic ideas, for example;-- "Five thousand men deserted at Valley Forge--but what history brings out this fact? We should not teach history with the idea of, "Our country, right or wrong"--attitude."



(B) Possible Causes of Crime:

1. Wants for money (often ridiculous)  
 2. Intelligence and delay leading to pre-  
 vail in American legislation.  
 3. Double standard of justice, - one for rich-  
 and for poor.  
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 history teaches our kids is that we should not teach his-  
 tory with the idea of, "Our country, right or wrong - we  
 stand by it."

3. That the Federal Constitution is neither an instrument to be venerated, nor one to be lightly changed. (The present trend)

4. Function of the "expert" in our increasingly complex scheme, -and so on.

(f) Anti-Social, Emotionalized Attitudes:

We have not had a proper (a) "Hero-respect directed toward those who in all history, have died for an ideal.

1. In our own land
2. In other lands

" " " " " " (b) Hero-respect directed toward those outstanding figures in all history who have lived for the promotion of a cause.  
 1. In our own land  
 2. In other lands

" " " " " " (c) Wholesome understanding of the contributions of all races toward America's making.

" " " " " " (d) Understanding of what we owe to those, who, through all history, have "pioneered"-present day pioneers.

" " " " " " (e) Measure of idealism characterizing our relations with other nations and other peoples.

" " " " " " (f) Knowledge of "heroes of today", in every walk of life. "I.

(g) Schools Must Meet Social Changes:

With the changes in civilization that the past seventy-five years have witnessed, the school has acquired responsibilities of a wholly new----



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(2) Schools Must Meet Social Changes:

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-order. Unfortunately, however, the school has not been able to keep pace with changing social conditions. The school is to blame in part, but by no means is it the sole offender. The school is really no less efficient than is society in general.

It is acknowledged that the purpose of the American public school is to turn out good American citizens. No one will question the fact that indeed it has turned out such a product in the past, is doing it at present, and will undoubtedly continue to do it in the future.

The point to be made here is, that the American public school is not doing all it should or could do to accomplish the end desired. This statement is given added weight when American democracy is analyzed as it is found today. And it is further maintained that this failure on the part of the American public school, is due, in large measure, to its failure to reorganize, in terms of needed trends of civilization, its traditional methods and materials in the teaching of such subjects as the one criticized in this thesis, that is, history.

True, there has been going on in the past ten years or so attempts to rework the content and method of our school systems. But it must be ad-



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-mitted that, on the whole, the net outcome of these attempts at curriculum revision have been dissappointingly small from this thesis viewpoint.

In a recent article Rugg,<sup>I.</sup> in substance says;-"The American public schools are confronted with curriculum problems little short of overwhelming in their difficulty. The task is no less than the creation of a generation of men and women, informed about and interested in the American drama, who tend to settle matters of difficulty on the basis of reflection rather than prejudice. It is the task of leading millions of youth to an understanding of an industrial civilization which is incalculably difficult to comprehend."

"The greatest hope for improvement in our generation lies in the construction of a curriculum which shall as fully as possible overcome the handicaps of the present school situation, and which shall lead the great body of pupils to an understanding and appreciation of the conditions and problems of our complex civilization.--We must discover a sane method by which useless subject-matter can be disгарded from the school curriculum. Objectives, then, and the means by which they are to be realized will gradually be made clearer as we get the result of investigations that are now being carried on, and of others that will be made."



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 are to be realized will gradually be made clearer as we  
 get the results of investigations that are now being car-  
 ried on, and of others that will be made."

(I) "Education Needs Reconstruction:

Another article bearing the above title serves to further emphasize the point that schools must meet social changes, follows.

"The present high-school, with the exception of its extra-curricula activities, might well pass as an institution of more than a century ago. Nine-tenths of what is taught is in need of reconstruction. There should be in every high-school a "Department of Citizenship". I.

And so, it is quite universally admitted that just as we as individuals meet changing conditions in, for example, the weather-with proper clothing, so also we must meet educational changes.



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## CHAPTER II.-SUMMARY

This chapter has attempted to answer the question;"Why education for citizenship?"

Part I.,after its intorduction,expalins what citizenship meant in Ancient Greece,followed by four authoritative definitions of what citizenship means (or should mean) at the present time. This is followed by a comparison of all the ideas as regards their points of agreement and disagreement,which is,in turn followed with a concluding paragraph.

Part II.,after its introduction,attempts to trace the growth of the movement for better civic education;first through the "Report of the National Education Association Committee of 1916";secondly,through the "Secretary's Report On The National Council For Social Studies." This is followed by an extract from Professor Almack's treatise,"Education for Citizenship" which further traces the growth of the movement. This is followed by a paragraph on recent developments in the search for better education for citizenship. Part II.-is concluded with a commentary paragraph.

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This is followed by a presentation of some of the "shortcomings" that obtain in our democratic form of government at the present time, together with some of the possible causes for these "shortcomings".

Certain "failures to understand" and "anti-social emotionalized attitudes are then commented on,

This is followed by a paragraph that treats of the relationship the public schools of America have in connection with the above social changes that threaten the existence of the form of government under which we live.

Chapter III. follows.

### (b) What Is The Ultimate Objective Of The American Public School?

It is generally agreed upon that the ultimate objective of the American public school is, - "to turn out good American citizens".

### (a) Who Are "Good American Citizens?"

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### CHAPTER III.\* WHY THE AMERICAN PUBLIC SCHOOL HAS PARTIALLY FAILED IN ITS OBJECTIVE:

#### PART I. (a) Introduction:

This chapter is an attempt to show why the American public school has partially failed in its objective. Notice the word failed is modified by the word partially. In other words it would be an injustice to our public schools to say they have failed absolutely in realizing the ultimate objective for which they have **striven** and are continuing to strive for. The American public school has made tremendous progressive strides ever since it was instituted, Yet, like all human institutions it has its faults and is apt to occasionally swerve from the difficult path of realizing its goal. And so, the following chapter attempts to point out some possible reasons for the partial failure of the American public school.

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CHAPTER III.  
--"that is to follow in the study of citizenship.

"The good citizen may be said to be one who habitually conducts his own affairs with a proper regard for the welfare of others, and who is active and intelligent in his cooperation with his fellows. Selfishness and good citizenship do not belong together. The selfish person does not respect the rights of others. He is "centered all in self." He insists upon what he claims to be his personal rights, even when the enjoyment of them conflicts with the rights and privileges of others.--The good citizen is concerned with the welfare of others as well as his own welfare. He realizes that only in so far as each member in the group is careful to safeguard the rights and privileges of others will his own welfare be assured. He must have a keen desire to do his share to understand and solve the problems that confront his group and all humanity."<sup>I.</sup>

(2) Mahoney's Idea:

Briefly, Professor Mahoney's idea of the good citizen is; "one who knows how and does live together efficiently and harmoniously with his fellow man." This idea is given in more detail in Chapter I., in the introduction to this thesis.



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### CHAPTER III.

#### PART II. WHY HAS THE AMERICAN PUBLIC SCHOOL PARTIALLY FAILED ?

##### (a) Complexity Of American Democracy

##### (1) Education Thirty Years Ago - Comparatively Simple. I.

"Theory and

practice had very little in common. The good teacher then often unconsciously put things over, through subject matter alone. The poor teacher, on the other hand, did not. Supervision meant little and was poor. Individual differences were then unknown. The teachers task was not easy however. On the other hand it was not bewildering or puzzling in any way. Its virtue lay in the fact that they saw a goal in general and headed daily toward it."

##### (2) Not So Today--Why?

It might be

said that the beginning of what we now call the complexity of modern life ushered itself in with the coming of the Industrial Revolution; with its machinery, its factories, its transfer of people from country to city, and the tremendous increase in the production of economic goods.

All these industrial complications called for better trained business men and mechanics, thereby greatly stimulating the demand for popular education.

The central-

ization of industry speeded up the movement of population to the cities. This city life demanded readjust-

I. Mahoney, John, J. - Philosophy of Education, Course--  
-Boston University, school of Education.



PART II. THE AMERICAN PEOPLE

(A) Geographical and Historical Background

(1) The American People and the American Environment

The American people are a people of many races and many languages. They are a people of many religions and many customs. They are a people of many talents and many abilities. They are a people of many virtues and many vices. They are a people of many hopes and many fears. They are a people of many dreams and many aspirations. They are a people of many loves and many hates. They are a people of many joys and many sorrows. They are a people of many triumphs and many defeats. They are a people of many successes and many failures. They are a people of many achievements and many setbacks. They are a people of many accomplishments and many disappointments. They are a people of many honors and many humiliations. They are a people of many glories and many disgraces. They are a people of many triumphs and many defeats. They are a people of many successes and many failures. They are a people of many achievements and many setbacks. They are a people of many accomplishments and many disappointments. They are a people of many honors and many humiliations. They are a people of many glories and many disgraces.

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I. Kennedy, John, V. Kennedy, of the University of

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--ments in social activities of all kinds. Such varied and rapid changes in our social life in turn reacted on the home, largely breaking up the mutual dependence of parents and children upon each other. And thus we have had created for ourselves ever increasing educational problems in which the school must play the principal part.

These social difficulties have greatly increased in recent years. The school has largely of necessity assumed the responsibility of attempting to balance educational losses brought about by changed home conditions. Hence, we have had a steady increase in the amount and kinds of education offered, calling for better trained and specialized types of teachers; compulsory education and the present tendency to increase the age limit, due largely to economic conditions.

Added to this has been going on for the past ten or fifteen years, attempts to reorganize the content and method of various subjects, especially those subjects that contribute more directly to education for citizenship, namely the social sciences.

Thus have we been slowly but steadily climbing in our educational progress in the face of an almost unbelievably complex civilization, which the schools are now trying to meet largely by and through the



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To illustrate the importance of these studies at the present time, the following extract is quoted from the Tenth Year Book of the Department of Superintendence, published recently. This extract was printed in the Journal of the National Education Association, March, 1932, PP. 100. It follows.-

"A curriculum which is continuously reconstructed, which involves the cooperation of teachers, pupils and society at large, and which faces reality with sincerity, intelligence and courage, must center in the field of the social sciences. It is in this field that the problems of life are directly attacked. All other elements of school curriculums of whatever value, can be related to the one general problem of how people may best live together and as individuals."<sup>1.</sup>

(b) School Emphasis on Abstract Performance.

"In spite of feeble attempts to lessen emphasis on abstract performance in our schools, in reality we are largely developing just such procedures in the American public schools. Subjects continue to be mostly linguistic and mathematical in character; and generally speaking, it's the only kind we test for in the schools. Therefore the American public school is unbalanced in its stressing of abstract performance."<sup>2.</sup>

1. Extract from Journal of National Education Association,  
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2. Mahoney, John, J.-Civic Education Course-Boston University, School of Education.



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 sity School of Education.

(c) Domination Of College Entrance Requirements:

There is no question but that our colleges have dictated in the past and to a large extent do so today, the policies of our secondary schools. While college entrance examinations are valuable, they are not used in the right way, however.

Douglass,<sup>I</sup> in commenting on the college entrance examinations says; "One major benefit results to the high schools from these examinations. Scholarship is raised. No matter what mark the pupil receives by hook or crook in his high school mathematics, he must pass the entrance examination in mathematics. High school principles themselves admit that the examinations are a good club to drive pupils to do more work. On the other hand (the important point here), an examination system does not stimulate that cordial and intimate relationship between secondary schools and colleges as regards their common problems. It calls for no visitation or inspection of secondary schools on the part of colleges, and there is no stimulus for discussions of teaching methods. Still more serious is the effect the examinations have upon high school curricula. . . The public high school, which must take account in planning its program of studies for those young people who will not



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(c) Continuation Of College Entrance Examinations:  
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--finish high-school and who will not enter college but will finish high-school, and of those who will enter college by the examination system, has its work dictated in all too many cases by the examinations.

The smaller the school the worse the conditions become, for the large school can meet the situation by offering curricula whose purposes lie in some other direction."

Douglass continues by asking the following question.--

"Do principals favor the examination system?": Professor Douglass answers this question by saying: "From a questionnaire returned by most of the New England high-school principals, it was found that ninety percent favored a certificate plan, and that similar unanimity prevailed in the desire for more uniformity in requirements and a reasonable free margin of subjects. The principals testified that especially in small high-schools the curriculum was dominated by the entrance requirements, and that these were in conflict with the community interests. They felt that the needs of the community should take precedence. Only ten percent of the pupils who entered high-school actually reached the standard college, and only about a fourth of these attended colleges demanding entrance examinations."

"The classroom teacher who has taught in a school where a considerable percentage of --



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(d) Untrained Social Science Teachers;

In regard to the important factor of properly trained teachers for the social sciences, Snedden,<sup>I</sup> says; "Teachers of the social sciences are not now professionally trained even to the extent of the high-school teachers of foreign languages, English language, chemistry, mathematics, and home economics can be called professionally trained. In many cases teachers of history studies are being given the work. In the meantime, astonishing numbers of students are studying the social sciences in colleges. Very probably from these will come the social science teachers of the early future!"

(e) Comparison Of German Trained Teachers With Those Of The United States.

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(e) Comparison of German Trained Teachers with Those of the United States:

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-4" The teacher in the German secondary school is thus better trained than many members of the American college faculty. The contrast with the training of the American secondary teacher is striking. On the one hand we have the individual who has deliberately chosen his profession, thoroughly prepared himself for it, and entered it after proving his fitness for it; on the other hand we have all too often the hasty decision to teach "until something turns up", a scramble to make the semester hours in education demanded by the state requirements--and teaching perhaps for several years, with an eye single to a better opening in other work.<sup>I.</sup>"

America can well take suggestions with respect to the training of secondary teachers from Germany and France.

(f) Over-worked Teachers:

In justice to our secondary teachers here in America however, it can be truthfully said that a great number of them are shamefully burdened with too many extra curricula activities. It takes a very exceptional teacher to adequately meet the actual demands of her classroom work plus the ever increasing list of outside programs that tax her time and patience to the utmost. Quite accidentally the writer stumbled upon an article that brings out this point very decidedly. It follows. --



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"What Makes Teachers Cranky."  
(By One Of Them) I.

"When a

stenographer covers her typewriter for the night she can powder her nose and go home. When the shoe clerk puts the last box on the shelf he can forget shoes until to-morrow. When a teacher goes to her room in Mrs.Grundy's sisters' boarding-house she carries a thick batch of test papers or compositions with her. It is often necessary to carry textbooks home; sometimes a book of plays, for the program committee has notified her that she is to have charge of the assembly program one month hence. She must determine the appropriatness of the play to-night for to-morrow night she is to attend a meeting of the Parent Teachers Association and the following night she is to chaperon a social affair that the seniors are staging for the juniors in the school gymnasium. Two nights from now she simply must get in some study for her extension class.- Soon, she reasons, she must find time to call on the parents of some of her pupils."-and so on.

Is it any

wonder that teachers are sometimes cranky and have nervous breakdowns?

(g)Failure To Set Up Specific Ob-  
jectives With Some Scientific  
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"Anyone who makes a

thorough examination of Junior high-school courses of --



"What Makes Teachers Grumpy?"  
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wonder that teachers are sometimes drabby and have nervous breakdowns?

(a) Failure To Get Up Earlier Or  
Involvement With Some Eccentric  
Valley.  
"Anyone who makes a

thorough examination of Junior high-school courses of

--"study in the field of the social studies, especially history, must agree that such objectives as are now found can be regarded as only experimental beginnings. The task is to determine upon objectives that are, (1) specific and (2) have some validity as scientific as possible. Several recent curriculum investigations furnish evidence that we are headed in the right direction. A few outstanding courses of study furnish the same evidence. Certain university professors of education are pointing the way, even though they fail to agree as to what step to take first, and what next. Apart from these hopeful signs, however, the fact is, that in setting up objectives we tend to engage in "wishful" rather than scientific thinking; and we still tend to be content with our objectives if they are sufficiently polysyllabic, and strike pleasingly on the ear. We've got to think more sharply. We can not improve teaching procedures through better subject-matter and better method unless we determine upon objectives that are as sound as present thinking can make them. In other words, first things first."

(h) How Determine These Objectives?

"In the light of an analysis of our democracy, we have revealed certain needed understandings, attitudes and the like, which become then,



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--"the objectives of civic education, frankly tentative and suggestive, and obviously possessing such validity as it is possible to secure in a day when sociology can hardly be termed a science. Objectives chosen in this way, let it be said, may not necessarily determine all that we should teach. They should, however, determine most decidedly the teachings that we should most emphasize, and conversely, the teachings that we may either eliminate or "soft-pedal".

"What we must strive for definitely, therefore, is subject-matter selected with specific and validated objectives in mind. But allowing for some notable exceptions, one finds instead, even in courses of very recent date, either (a) no objectives at all; or (b) objectives selected unscientifically and usually expressed in high sounding language; (c) objectives stated, and then seemingly forgotten when subject-matter is selected." I.

(I) Civic Education Not Popular With Teachers.

The following article again illustrates where the emphasis is being placed in connection with the subject-matters of our schools. It follows:--

"In 'The Nations Schools', November, 1930, in an analysis of the annual conventions of the Michigan Educational Association, meeting in six sections



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following article again illustrates where the emphasis is being placed in connection with the subject-matter of our schools. It follows:--  
"In 'The National Schools', November, 1930, in an analysis of the annual conventions of the National Educational Association, meeting in six sections

--"in different cities, a few more than fifteen hundred programmed speeches, papers, etc., are examined. Three are found on civic teaching. Ninety-nine and four tenths percent of the program is devoted to matters that hardly entered at all into considerations that warranted establishment of schools at public expense!"<sup>I.</sup>

(j) Evidence Of Pupil Dislike For History:

(1) Analysis By C.O. Davis:

"More than half of all pupils replying to a questionnaire sent to high-schools in the North Central Association testified to a positive dislike for history. The subject appears to be much disliked by girls; boys, on the other hand, give it only a small vote of confidence. If the feelings of these pupils are representative of those of the great body of boys and girls enrolled in history classes, it is difficult to see how the study can contribute effectively towards the formation of permanent interests in civic affairs."<sup>2.</sup>

(2) Statements Of High-School Freshmen Within The Writers Experience.

The following statements were secured from members of a class in Ancient History taught by the writer at St. Clement's High-School, Somerville, in 1931. They are frank individual expressions and are here quoted exactly -----

1. School and Society-March 5, 1932-PP.328.
2. Douglass-A.A.-Secondary Education-PP.427.



101  
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more than fifteen hundred programs, papers, etc., are examined. These are found on civic teaching. Ninety

nine and four tenths percent of the program is devoted to matters that hardly entered at all into consideration that warranted establishment of schools of public expense.

(1) Evidence Of Public Dislike For His-

tory:

(1) Analysis By E.O. Davis:

"More

than half of all pupils replying to a questionnaire sent to high-schools in the North Central Association failed to give a positive dislike for history. The subject appears to be much disliked by girls; boys, on the other hand, give it only a small vote of confidence. If the feelings of these pupils are representative of those of the great body of boys and girls enrolled in history classes, it is difficult to see how the study can contribute effectively towards the formation of permanent interests in civic affairs."

(2) Statements Of High-School Freshmen With The Worst Experience.

The following statements were received from members of a class in Ancient History taught by the writer at St. Clement's High-School, Springfield, 1931. They are frank individual expressions and are here quoted exactly.

1. School and Society-March 5, 1932-77-535.  
2. Boniface-A.A.-Secondary Education-77-537.

--as received.

(1)"I do not care for reading out of a book. (the text presumably) It is too dry. It is about old things that have happened years and years ago, and probably never will happen again. (quite true -I think modern geography is more beneficial to us. To be able to read all about things that are happening now would be more interesting."

(2)"I dont' like Ancient history. American history is better because its about the present and thats what we should know."

(3)"I dont' like Ancient history because its too dead and its not about anything that is going on in every-day life."

(4)"I dont' like Ancient history because it has too many big words. You can hardly understand them."

(5)"I dont' like Ancient history because the names of the men are hard and the battles and wars are harder. They get you all mixed up."

(6)"I dont' like Ancient history because it does not deal with the modern world and there is too much detail in all Ancient history books."

(7)"I dont' like some of the names of the men, the dates and battles. Some of these names you can never think of in an exam- .....



names you can never think of in an exam-.....  
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 (7) "I don't like none of  
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 (1) "I do not care for  
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-ination, and if you don't get the names you can't explain about them."

(8)"I dislike Ancient history because I do not like stories about things of the past. It is too dry."

(9)"I don't like Ancient history because it has too many big words. You can get something out of United States history. It is interesting, like a story. It has things in it that happened in modern times. Ancient history is about countries we have never met. United States history has words we have met before."

(10)"I do not like Ancient history because it is too ancient and has too many details."

The above quotations while not absolutely correct grammatically, contain many thoughts that should give those who insist upon giving Ancient history a full year in their courses of study, time to consider it in the light of educational values. The above quotations give weight also to the analysis made by Davis in the preceding paragraph.

The following paragraph throws light on some of the possible reasons for this dislike.

### (3)Possible Reasons For This Dislike



(5) Possible Reasons for This Dislike

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(a) "In a study made by Keboch,<sup>I</sup> shows that there are a few words in each book as seen in the following table that are uncommon and judged by more than half the judges (there were six competent judges) to be useless. This matter of vocabulary needs more attention than is given it at present. One word may "block" comprehension of a given paragraph. For example:--

STUDY BY KEBOCH

| Book-A                                                                                                                                                                                                                                                                                               | Book-B                                                                     | Book-C              | Book-D                                                                                                            | Book-E  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------|-------------------------------------------------------------------------------------------------------------------|---------|
| Catechism<br>courier<br>demagogue<br>dispirited<br>eastermost<br>fabulous<br>fledgling<br>pettifog<br>trading                                                                                                                                                                                        | intendent<br>mussil<br>patronship<br>redemptioner<br>storeship<br>sundried | sapling<br>stockade | bigot<br>burgomaster<br>coerce<br>communistic<br>disaffect<br>embarkment<br>fraught<br>hawker<br>peltry<br>pyrite | windrow |
| <p style="text-align: center;">With words such as the above staring our junior and senior high-school pupils in the face, is it any wonder that history makes no appeal to them. Some of the texts existing in our high schools are fit to be presented to college and university students only.</p> |                                                                            |                     |                                                                                                                   |         |

(b)

STUDY BY OSBORN:

2. "In a study by Osborn, the following problems were concentrated on. (a) What do teachers expect their pupils to know at the completion of a course in history? and (b) How is this know-

1. Keboch, F.D.-Fifth Year Book-Department of Superintendence. PP. 220.

2. Osborn, W.J.-Fifth Year Book-Department of Superintendence. PP. 224.





"ledge related to the recognized aims purposes, and values of history teaching?

"Osborn's Method was as follows. Letters to the number of 7500 were sent to teachers of history asking for copies of test papers with questions; 1125 replies bringing 2250 papers were received. The questions were then analyzed for various courses in history for topics tested, and for objectives sought. The following table gives in summary form the results of the analysis of questions.

OSBORN'S ANALYSIS

Seperate questions-----

| Division                               | List-A<br>Number<br>of<br>quest-<br>ions<br>occur-<br>ing<br>more<br>than<br>four<br>times | List-B<br>Number<br>of<br>quest-<br>ions<br>occur-<br>ing<br>less<br>than<br>five<br>times | Total<br>number<br>of<br>quest-<br>ions | Total<br>freque-<br>ncies<br>for<br>List-A | Total<br>freque-<br>ncies<br>for<br>List-B | Grand<br>total<br>for<br>all<br>quest-<br>ions. |
|----------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-----------------------------------------|--------------------------------------------|--------------------------------------------|-------------------------------------------------|
| Elementary<br>Am. History              | 993                                                                                        | 6,158                                                                                      | 7,151                                   | 14,370                                     | 9,298                                      | 23,668                                          |
| Secondary<br>Am. History               | 363                                                                                        | 6,269                                                                                      | 6,332                                   | 3,135                                      | 8,317                                      | 11,442                                          |
| Secondary<br>Anc. History              | 262                                                                                        | 3,952                                                                                      | 4,218                                   | 2,411                                      | 5,233                                      | 7,644                                           |
| Secondary<br>Med. and Mod.<br>History. | 461                                                                                        | 6,890                                                                                      | 7,351                                   | 3,965                                      | 9,425                                      | 13,390                                          |
| Total                                  | 2,079                                                                                      | 23,269                                                                                     | 25,348                                  | 23,871                                     | 32,871                                     | 56,144                                          |



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| Elementary              | 993                                                                                        | 2,128                                                                                      | 7,121                                   | 14,370                                  | 2,238                                   | 22,568         |
| Am. History             | 353                                                                                        | 2,259                                                                                      | 2,322                                   | 2,122                                   | 8,217                                   | 11,441         |
| Secondary               |                                                                                            |                                                                                            |                                         |                                         |                                         |                |
| Am. History             | 282                                                                                        | 2,922                                                                                      | 2,212                                   | 2,222                                   | 2,222                                   | 7,222          |
| Secondary               |                                                                                            |                                                                                            |                                         |                                         |                                         |                |
| Am. History             | 241                                                                                        | 2,890                                                                                      | 7,221                                   | 2,222                                   | 2,222                                   | 10,222         |
| History                 | 2,072                                                                                      | 2,222                                                                                      | 2,222                                   | 2,222                                   | 2,222                                   | 22,222         |

Osborn concludes concerning the questions;

"Evidently preparing for an examination in history is a much more formidable task than we have imagined. The general question of what to ask on examination is apparently largely unanswered. Consequently, far too many questions are asked. The presence of most of the questions on the examination sheet is due to a whim or practice on the part of the teacher. Some agreement is shown as to what is important, but it is extremely low.

(c) Relative Emphasis To Aims: (Osborn) I.

"The table on aims which follows shows quite clearly the extent to which our history teaching is missing fire if the relation of the teaching to the established aims is used as a criterion. The dominant emphasis is upon training of the memory and upon organization of the essay type. There is also evidence of the old faith in formal discipline. Whatever our present theory may be, there is no doubt but that our current practice consists to a large extent in filling the child's mind with facts and trusting to luck that he will remember them and know when and how to use them in his thinking." The table, (in part) follows.-



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| Relative Emphasis To Aims In History Teaching               |                     |           |           |       |
|-------------------------------------------------------------|---------------------|-----------|-----------|-------|
| -----AIMS-----                                              | Number of Questions |           |           |       |
|                                                             | El.Amer.            | Sec.Amer. | Mod.&Med. | Anc.  |
| 1.To discipline memory                                      | 15,290              | 7,404     | 8,211     | 4,870 |
| 2.To discipline imagination                                 | 27                  | 0         | 0         | 3     |
| 3.To teach power to organize facts                          | 6,043               | 2,350     | 3,645     | 1,638 |
| 4.To afford practical knowledge of life                     | 0                   | 0         | 0         | 0     |
| 5.To inculcate love of truth                                | 0                   | 0         | 0         | 0     |
| 6.To bring about sympathy and understanding between nations | 0                   | 0         | 3         | 0     |
| 7.To emphasize cause and effect                             | 986                 | 600       | 483       | 163   |

From the above table one can readily see the decided emphasis upon knowledge in the type and number of questions asked. Osborn concludes that;"At least seventy-four percent of our work in history consists in teaching pupils to remember facts--- what the textbook records. All other aims are either entirely overlooked or nearly so. This applies to such important aims as promotion of social sympathy, the intelligent interpretation of the present and judgment of the future, and to the moral training we are supposed to get from the study of the lives of great men and women."



| Relative Emphasis To Give In History Teaching                |       |       |       |  | Number of Questions |  |  |  |  |
|--------------------------------------------------------------|-------|-------|-------|--|---------------------|--|--|--|--|
| -----                                                        |       |       |       |  |                     |  |  |  |  |
| 1. To discipline memory                                      |       |       |       |  |                     |  |  |  |  |
| 15,180                                                       | 7,404 | 6,211 | 4,870 |  |                     |  |  |  |  |
| 2. To discipline imagination                                 |       |       |       |  |                     |  |  |  |  |
| 17                                                           | 0     | 0     | 0     |  |                     |  |  |  |  |
| 3. To teach power to organize facts                          |       |       |       |  |                     |  |  |  |  |
| 6,043                                                        | 2,380 | 2,413 | 1,403 |  |                     |  |  |  |  |
| 4. To afford practical knowledge of life                     |       |       |       |  |                     |  |  |  |  |
| 0                                                            | 0     | 0     | 0     |  |                     |  |  |  |  |
| 5. To inculcate love of truth                                |       |       |       |  |                     |  |  |  |  |
| 0                                                            | 0     | 0     | 0     |  |                     |  |  |  |  |
| 6. To bring about sympathy and understanding between nations |       |       |       |  |                     |  |  |  |  |
| 0                                                            | 0     | 0     | 0     |  |                     |  |  |  |  |
| 7. To emphasize cause and effect                             |       |       |       |  |                     |  |  |  |  |
| 986                                                          | 630   | 483   | 163   |  |                     |  |  |  |  |

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One can readily see also that emphasis of the kind illustrated above would inevitably tend to create a dislike in the minds of the average pupil for all history.

(d) Knowledge And Facts Only One Of Many Factors.

In regard to the above points made on knowledge and fact getting in our scheme of education, Professor Mahoney makes an interesting and challenging statement. It follows.-

"Too many of the newer courses are too "heavy". They are loaded to the gunwales with information. They burst with facts. Calculated presumably to produce better civic behaviors; they will have the effect rather of producing mental indigestions only. They are scholarly, many of them. They are beautifully organized. They are good to look at. But they are exemplifications of the theory that the business of education is the business of imparting knowledge, a lot of it. And this statement is not weakened because much of this knowledge is presented in so-called "problem" guise." Professor Mahoney continues.-

"The writer knows that such a criticism can and should be challenged. Incidentally he knows also that forward-looking course-makers are regarding knowledge as only one of several --



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"The writer knows that such a criticism can and should be challenged. In- definitely he knows also that forward-looking courses- makers are regarding knowledge as only one of several --

--"important factors in the educational process. He questions, however, whether the pupil can really learn in the best sense all that the teacher is supposed to teach as indicated in some of these new courses."<sup>I.</sup>

(e) What About The Facts-Should They Be Ignored? --

(I) It cannot be denied that history is concerned with facts, and it follows therefore, that the facts must be taught. But care must be taken not to ruin a course by listing an imposing array of relatively unimportant facts as far as their civic value is concerned. The point to be stressed here then is, -that we must be careful what facts we select. Those we do select should be chosen in the light of their civic value. Again, many facts will be better retained by appealing to, for example, -dramatization, and at the same time satisfy the teaching conscience by teaching facts.

(2) As Professor Rugg has pointed out repeatedly that; "we have only a limited amount of time in which to aid young people to orientate themselves in the world in which they live. If half the time is spent upon language, much of which will never be used, or upon history which concentrates attention upon a past culture, or upon mathematics which deals chiefly in abstractions that will never be put into practice, we can --



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--"hardly expect that generations of children thus trained will be able to meet intelligently the challenge and the changing conditions of our present civilization."<sup>1.</sup>

(3) Again, Douglass says; "It is commonly said that nine-tenths of what we learn in school is forgotten. This is probably true. Therefore it is especially important that some method be adopted that will assure that the one-tenth that is worth remembering is remembered. As long as encyclopaedic unrelated, unorganized details are taught, the part that will be remembered depends largely on chance. On the other hand, if large, fundamental issues are emphasized, and the details so selected and arranged as to bring the large issues to a clear focus, we may feel reasonably sure that these will be the parts that will be remembered."<sup>2.</sup>

(k) Evidence That History Has Not Always Been A Record Of Truth.

In regard to ignorance and misrepresentation of facts on the part of many historians the following throws some light on the subject.

Lieutenant Colonel., Thomas J. Dickson, American military chaplain who has exposed the errors in a large number of American school books, in one of his articles entitled; "War Fables Taught In Am-

1. Teachers College Record-February, 1932-PP. 425

2. Douglass, Aubrey, A.-Secondary Education-PP424.



--"Hardly expect that generations of children thus trained will be able to meet intelligently the challenge and the changing conditions of our present civilization."

(3) Again, Douglas says: "It is commonly said that nine-tenths of what we learn in school is forgotten. This is probably true. Therefore it is especially important that some method be adopted that will assure that the one-tenth that is worth remembering is remembered. As long as unorganized unrelated, unorganized details are taught, the part that will be remembered depends largely on chance. On the other hand, if large, fundamental issues are emphasized, and the details so selected and arranged as to bring the large issues to a clear focus, we may feel reasonably sure that these will be the parts that will be remembered."

(4) Evolution That History Has Not Always Been A Record Of Truth.

In regard to France and misrepresentation of facts on the part of many historians the following throws some light on the subject. Lieutenant Colonel Thomas J. Jackson, American military chaplain who has exposed the errors in a large number of American school books, in one of his articles entitled: "War History Taught in American Schools."

- "American Schools", I says:-

(I) Errors In Fact:

"Failure to keep contact with facts is responsible for many of the errors in our school histories. As a result, there are "lost historians" in the Argonne Forest. They seem to place everything there except bears and lions.

To illustrate this common error let us refer to, "Advanced American History" by S.E. Foreman: and "American History", by D.S. Muzzey. These books are used in Washington schools. When we read these texts by Foreman and Muzzey and refer to the operations map, we find that the following is being taught in our schools. --

"There were 1,200,000 men on the American side. There were forty divisions, about 480,000 men on the German side. The Americans had at least three times as many men as the Germans. They fought for forty-seven days on a piece of ground about three by five miles. Each side used up available reserves. The Americans advanced from 7 to 14 ft. per hour for forty-seven days and nights. Each American had a front fighting space of less than a quarter of an inch."

"Such absurdity", says Dickson, "if not immediately corrected, dooms us to become



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"(1) Errors in Facts;  
"Factual"

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III.

--"the laughing stock of the world."

Again Dickson says; "Our Country's History", by Garner and Henson states that; "The enemy quailed before the offensive of Foch on July 18th". Still another book also entitled-"Our Country's History", by Howarth and Garner, uses the same words and says; "The enemy quailed before the counter offence of Foch on July, 18th." And this book was copyrighted on December 10, 1926. Is it possible that Dr. James W. Garner of the University of Illinois does not know what took place on July 18th, 1918? I was in that action--and in no man's land. I was trying to care for the wounded and bury the dead. My mental check is that our losses were at least five times as great as that of the enemy. Ask a man who was there in action with the French Moroccans and the First and Second American Divisions what is his opinion! I believe he will say that on July 18th, 1918, the Germans made the most stubborn and desperate resistance in all his battle experience. That is the opinion of such men as Major General, Hanson E. Ely, Commandant of the Army War College, and of all who were in that action."

Again, "History of Europe", by Robinson and Beard states that;-"United States troops played a conspicuous part in the capture of Sedan on November 7th,



world."

Again Jackson says: "Our Country's History," by Garner and Hanson states that: "The enemy quailed before the offensive of Koch on July 19th." Still another book also entitled "Our Country's History," by Hoesarth and Garner, uses the same words and says: "The enemy quailed before the counter offensive of Koch on July 19th." And this book was copyrighted on December 10, 1933. Is it possible that Dr. James W. Garner of the University of Illinois does not know what took place on July 19th, 1918? I was in that action--and in no man's land. I was trying to care for the wounded and bury the dead. My mental check is that our losses were at least five times as great as that of the enemy. Ask a man who was there in action with the French Moroccans and the first and second American Divisions what is his opinion! I believe he will say that on July 19th, 1918, the Germans made the most stubborn and desperate resistance in all his battle experience. That is the opinion of such men as Major General Hanson E. Ely, Commandant of the Army War College, and of all who were in that action.

Again, "History of Europe," by Hildebrand and Beard states that: "United States troops played a conspicuous part in the capture of Sedan on November 7th,

--the launching attack of the

--"1918". "I was within sight of Sedan on November 7th, which was in the French sector", says Dickson, "and we merely watched the French take the town".

Colonel Dickson also says that; "C.M. Thompson's History of the United States, is a masterpiece in which romance runs riot."

(2) Fostering False Patriotism:

While on the topic of historical ignorance, propaganda, or call it what you will, the following might be mentioned.

Blumenthal,<sup>I</sup> says:-

"The idea that only such information should be imparted to children as will strengthen their faith, patriotism and illusions, and promote popular devotion to these, is entrenched. As the committee on studies and textbooks of the Public Schools of New York City, consisting of principles and teachers, declared in their report of March, 1922. "The textbook must contain no statement in derogation or in disparagement of the achievements of American heroes. It MUST NOT QUESTION the aims and purposes of the founders of the Republic, or of those who have guided its destinies!"

Fortunately, we are not at present basing our textbooks on any such a report, and much less shall it be done in the future. For we are

I. Blumenthal-Walter, H. - "Should American History Be Hero-Worship?" - Current History - Vol. 25 - March, 1927 - PP. 792 to 798.



--"1916". "I was within sight  
of Sedan on November 7th, which was in the French sector,"  
says Dickson, "and we merely watched the French take the  
town."  
Colonel Dickson also says that  
"U.S. Thompson's History of the United States, is a master-  
piece in which romance runs riot."

(2) Fostering False Patriotism

While on the topic  
of historical ignorance, propaganda, or call it what you  
will, the following might be mentioned.  
Bismuthal, I, says:-  
"The idea that only such information should be imparted  
to children as will strengthen their faith, patriotism and  
illusions, and promote popular devotion to these, is enter-  
tained. As the committee on studies and textbooks of the  
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MUST NOT QUESTION the aims and purposes of the founders  
of the Republic, or of those who have guided its destinies.  
Fortunately, we are  
not at present basing our textbooks on any such a report,  
and much less shall it be done in the future. For we are

--fast coming to the point where practically every human institution is being given "the once over", so to speak; these institutions are being questioned, and so they should, within reasonable limits, when searching for truth.

Yet, quoting Blumenthal again:-  
 "Two cardinal sins of old style history was its lack of veracity in the sense of proportion and wilful distortion conveying falsity and disregard for the element of chance in human affairs, for example; Are they many readers who know the rather important fact that Lincoln was elected by an accident?"

"William E. Barton, in his "Life of Lincoln", says that;-"If printers invariably kept their promises, Abraham Lincoln would not have been elected President of the United States. If the convention," he says, "could have got to balloting on Thursday night, William E. Seward would have been nominated. But the Secretary was compelled to announce that the papers necessary for the keeping of the tally were not at hand, but would arrive in a few moments. The convention was impatient at the delay and a motion was made by some unknown delegate, "that this convention adjourn until 10 o'clock to-morrow morning." The motion prevailed. If the unnamed delegate who made the motion could be identified, he perhaps animated by no other motive than restlessness, or the desire for a drink,



--last coming to the point where

practically every human institution is being given "one  
once over," so to speak; these institutions are being ques-  
tioned, and so they should, within reasonable limits, when  
examining for truth.  
Yet, quoting Edmund Burke again:-

"Two cardinal sins of old style history was the lack of  
veracity in the sense of proportion and willful distortion  
conveying falsity and disregard for the element of chance  
in human affairs, for example; Are they many leaders who  
know the rather important fact that Lincoln was elected  
by an accident?"

"William E. Barton, in his 'Life  
of Lincoln', says that:-- 'If historians invariably kept their  
promises, Abraham Lincoln would not have been elected Pres-  
ident of the United States. If the convention,' he says,  
'could have got to balloting on Thursday night, William E.  
Benton would have been nominated. But the Secretary was  
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The motion prevailed. If the unnamed delegate who made  
the motion could be identified, he perhaps elicited by no  
other motive than restlessness, or the desire for a drink,

--"would be entitled to mention as one of the otherwise nameless voices who have uttered the messages of destiny."

"  
(3) Intentional Inaccuracies:

with the ulterior purpose of moulding opinion is as good a definition of propaganda in portraying the past as any other that comes to mind. It excludes, for instance, such accidental error as in (a) Leutze's famous painting in the Metropolitan Museum, New York--where Washington is pictured as crossing the Delaware with the furled stars and stripes--though there was no such flag in existence at that time, in the American Army."

"Again;  
Dr. Albert Cook Myers, leading authority on early Philadelphia, who for fifteen years has been compiling and editing the complete works of William Penn, says that; "the small brick house preserved in Fairmount Park, is a nice old house, but it was not occupied by William Penn. At the time he was supposed to have lived in it there was no brick house in the commonwealth."

(b) The Boston Tea Party:

"Still heralded to our children as the patriotic broadside that launched the campaign for "life, liberty and the pursuit of happiness," was a mere foray of resentful dock clerks!"



--"would be entitled to mention

as one of the otherwise nameless voices who have uttered  
the message of destiny."

(3) Intentional Inaccuracy:

With this

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brick house preserved in Fairmount Park, is a nice old  
house, but it was not occupied by William Penn. At the  
time he was supposed to have lived in it there was no  
brick house in the community."

(4) The Boston Tea Party  
"Again:

related to our children as the patriotic proceeds that  
launched the campaign for liberty and the patriot  
of independence," was a mere story of resistance back almost

(c) Erection Of Bunker Hill Monument:

"What boots it", say the myth-making historians, that Bunker Hill Monument is not on Bunker Hill? But why, pray, in the school book references to the shrine, should no mention be made that it was erected only through the munificence of Judah Touro, a Jewish gentleman of New Orleans, and not in the least through any public spirit of the offspring of Lexington Scions?"  
I.

(d) One-Sided Descriptions Of Indian Aggression.

"What figment of the imagination in the American mind, juvenile and adult, with respect to the days of the "war-whoop", than that the Indians scalped the Nordics for pastime. But! how many are told that the whites scalped the Indians for profit? What school history gives other than one side of the Indian resistance to paleface aggression? "

"Pennsylvania paid many a bounty of \$75.# for an Indian scalp when it came from a warrior. Squaws and papooses fetched less. South Carolina once put a premium of \$75.# on every warriors crown. In 1703, Massachusetts offered twelve pounds for every Indian scalp. In 1722 it was raised to one hundred pounds. A group of Pittsburg citizens, on May 17, 1791, issued a proclamation offering \$100.# for every hostile Indian scalp-"with both ears, taken between this date and





--"the fifteenth day of June next, by an inhabitant of Alleghany County." Other localities did likewise."

(e)War Propaganda:

"Cold-blooded, intentional deception of this kind was disclosed by a statement made by Brigadier General J.V. Charteres, Chief of Intelligence of the British Army during the war at a gathering in the National Arts Club, New York City.

"In this speech Charteres revealed the fact that he had authorized the transfer of a caption from a picture showing a train taking dead Germans to the rear for burial. The point of transfer lay in the fact that the caption said that the bodies were to be made into fat and fertilizer. The canard was given wide credence, with resultant intensified hostility to Germany."<sup>I.</sup>

Is it any wonder, then, that with such a pitiable distortion of actual facts that generation after generation has grown from childhood to adulthood, often carrying these unworthy prejudices and a false sense of Nationalistic pride with them even to the grave!

The school seems to be the logical place to correct such inaccuracies, yet the schools themselves have been, and are, the



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(a) War Propaganda:  
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judices and a false sense of Nationalistic pride with  
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The school  
seems to be the focal place to correct such miscon-  
ceptions, yet the schools themselves have been, and are, the

-very ones that sit passively and accept this nonsense, instead of thoroughly examining every school history, whether it be elementary, secondary, collegiate or university. There is undisputable evidence that such material exists in the elementary grades, and it will be pointed out in this thesis that it obtains in the secondary schools also.

### CHAPTER III.

#### PART III. SOME LEADING OPINIONS OF HISTORY BY EDUCATIONAL AUTHORITIES.

##### (I) Introduction:

When in search of the truth in any field, the most sensible and logical way to approach it is to first get the opinions of authorities on the particular subject, whatever it may be.

Therefore, since the writer is not a recognized authority on the particular subject here under criticism, (history) he has followed the above method and quotes extracts from the writings of such recognized leaders in the field of the social sciences as Mahoney, Snedden and Peters. Their opinions of history as taught today follows.-

##### (2) Snedden:

(a) "It is the writer's conviction that the study of history as now carried on in secondary schools, does not "function" in appreciable modifications of civic



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accept this nonsense, instead of thoroughly examining every school history, whether it be elementary, secondary, collegiate or university. There is indisputable evidence that such material exists in the elementary grades, and it will be pointed out in this thesis that it obtains in the secondary schools also.

#### CHAPTER III.

#### PART III. SOME REASONING OPINIONS OF HISTORIANS ON EDUCATION.

##### (1) Introduction:

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recognized leaders in the field of the social sciences as Mahoney, Snodden and Peters. Their opinions of history as taught today follow:-

##### (2) Snodden:

(a) "It is the writers conviction that the study of history as now carried on in secondary schools, does not function in a precise modification of civic

--"attitudes, ideals or knowledge, - that an effective preparation for citizenship should involve study of history is beyond question; but our present courses are shaped along wrong lines, and are pedagogically unadapted to the ends sought. It is not so much a question of poor teachers, but rather one of faultily conceived aims, wrong orientation, and the use of pedagogical methods which defeat the true aim of social education.<sup>1</sup>

(b) Two Kinds Of History:

"Some history should certainly be studied primarily for culture-for the vision, interests, and appreciations that are worth while in themselves or are essential means of further culture-, other kinds of history should be studied because they minister to the insights, appreciations, attitudes, ideals and aspirations, that make us good members of our social order--good citizens in a somewhat delimited sense of that much abused word."

(c) Textbooks Good Reference Sources. ---

"The ordinary textbooks in our schools would be very serviceable as books of reference for learners seeking special information to supply needs developed through other contacts."<sup>2</sup>

Again Snedden says;  
"Following the thought of Nietzsche", it is probable that

1. Snedden, David.-Problems of Educational Readjustment-PP. 94.

2. Snedden, David.-Educational Sociology-PP. 538



--"attitudes, ideals or knowledge,--

that an effective preparation for citizenship should involve study of history is beyond question; but our present courses are shaped along wrong lines, and are pedagogically unsuited to the ends sought. It is not so much a question of poor teachers, but rather one of faulty conception of the true aim of social education, and the use of pedagogical methods which defeat the true aim of social education.

#### (b) Two Kinds of History:

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should certainly be studied primarily for culture--for the vision, interests, and aspirations that are worth while in themselves or are essential means of further culture--other kinds of history should be studied because they minister to the instincts, appetites, attitudes, ideals and aspirations, that make us good members of our social order--good citizens in a somewhat delimited sense of that much abused word."

#### (c) Textbooks Good Reference

"The ordinary text-

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again teacher says;

"Following the thought of Winchell, it is probable that

I. Winchell, David, Problems of Educational Research

1904

E. Winchell, David, Educational Sociology, 1908

--"historians history, and especially when dessicated and capsuled into handy textbooks, can be profitable only to ripened students, possessed of unusual capacity for abstract thinking. For all others, though we may force certain portions of such generalized and condensed history into mental cold-storage chambers, it remains inert and devoid of social worth."

"In the upper grades and high-school", he says, "we still cling to this belief"-(this was written in 1913 before later and present investigations changed this belief)-But the fact still remains the same, at least it is so contended in this thesis, that even though the practice has changed in theory; in fact it practically remains the same. And therefore, it is still actually believed, although theory maintains the opposite, "that highly condensed generalizations and masses of dried statements of facts can "function" as enduring education in history, to say nothing of any fructifying effects on social attitudes, ideals or insights." I.

(d) History Fails As Civic Instrument In Secondary--Schools.

"History teaching fails as an instrument of civic education in the secondary school because its aims are undefined and its organization and study pedagogically unsound. Further develop-



120.

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(3) History Taught as Civic Instruction in Secondary Schools.

"History teaching is an instrument of civic education in the secondary school because its aims are widened and its organization and study pedagogically unimpaired. Further develop-

- "ments in the direction of the purposes and methods now generally approved will not help the situation." I.

(e) Undue Emphasis On Verbal Learning:

"History as now studied in Secondary schools, is based far too much upon the notion that knowledge and training of a valuable sort can result from verbal learning, such learning being based upon little or no previous political experience. For example:- A youth who has never participated in any form of political action reads and is told of very complicated forms of political action such as have transpired in Greece, or Rome, or in the Middle Ages.-----Reliance upon verbal learning and assimilation is deminishing in almost all fields of education. It probably survives longest in secondary education."

(f) Chronological Order Not Necessary:

"History as now taught seems unable to bear dependance upon a chronological order. This order developes continuity which from the standpoint of many teachers, constitutes the only logical method of presenting history. This order constitutes a poor basis of learning for the secondary school student because it compels him to go back to beginnings that are so remote from the fields of his concrete experience." 2.

1. Snedden-David.-Educational Readjustment-PP.IOI-IO3

2. Snedden-David.-Problems of Secondary Education-PP.I96



191  
-ments in the direction of the  
purpose and methods now generally approved will not help  
the situation."

(e) Unusual Experiences On Verbal Learning

"History as now taught

led in secondary schools, is based far too much upon the  
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A youth who has never participated in any form of political  
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presenting history. This order constitutes a poor basis  
of learning for the secondary school student because it  
compels him to go back to beginnings that are so remote  
from the fields of his concrete experience."

(g) Difficult Words In Texts:

"Anyone who has ever witnessed the pathetic struggles of first year high school students to master the material presented in textbooks of Greek and Roman history, and who has caught the pathos of frequently made statements that, "they could get the subject if they could only pronounce the names", will realize at what cost we endeavor to give children some grasp of history by going back to times and regions that, of necessity, must be so little understood as those of Greece and Rome, many of the features of the civilizations of which even the best of our students can as yet only partially interpret."

I.

The writer

heartily agrees with Professor Snedden on the above point, having had the experience in 1931 of teaching a first year high-school class in Ancient History. Evidence that gives weight to this statement and to that of Professor Snedden, has been presented in Part II.-Section F.-Number 2-of this chapter.

(h) Results Of American History Study:

2.

"It is submitted", Snedden says, "that critical examination of the results of history teaching would justify these statements:

- (a) American history as studied by the average pupil in Northern States who does not reach the high school leaves
1. Snedden-David.-Problems of Secondary Education. PP. 198
  2. Snedden-David.-Civic Education-PP. 202-203.





- "as residuums of knowledge and appreciation for adult years a few definite conceptions as to; (1) Historic personages-Columbus-Washington-Lee, etc: (2) social valuations--the treachery of most Indians, the wickedness of the English in 1776 and their lack of sympathy in 1864-the odiousness of slavery, etc. and (3) some broad facts of social evolution-dominance of the English in colonization --the Westward Movement--growth of republican institutions, etc."

"Some of these are important if not indispensable factors in "cultural education" for twentieth century Americans, but the number of appreciations and units of knowledge needed for general culture (that is, as integrating knowledge or appreciation) is probably not large, and these are certainly attained very wastefully through present methods which involve memorization of thousands of facts."

"American history study has very slight, if any, bearing on the adult civic behavior of I. students of average intellectual abilities and interests!"

(I) Memorized History:

"It is submitted again", says Snedden, - "that the history studied by probably ninety-eight percent of the pupils from twelve to eighteen years of age in this and other countries con-



...an abundance of knowledge and  
 appreciation for adult years a few definite conceptions  
 as to; (1) Historic personages--Columbus--Washington--Lincoln, etc.  
 (2) social valuations--the treatment of most Indians, the  
 wickedness of the English in 1776 and their lack of sym-  
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-sists in reality of little more than a memorized mastery of certain facts and generalizations, usually without conscious reference to the social issues soon to be vital to the young citizen. It may be doubtful if conditions can be otherwise, in view of the principles which seem to control in the organization of

I.  
history as a science. "

(j) No Proof That History Makes  
For Good Citizenship:

"No one can prove", says Snedden, "that present practices, based chiefly on history studies and didactic civics, are effective as sources of civic ideals or insights, except for a small minority of the more imaginative students."

"When the time comes for the average citizen to act in situations such as for example, -attitudes toward general problems like immigration, or treatment of the Indians, right solutions of problems of protective tariffs, government control of general utilities, etc, -he does so with slight or negligible reference to what he has learned from history."

"Again, - in adult life when a man of superior intelligence and intellectual enterprise is confronted by social problems he naturally turns to past experience for guidance. Probably almost never does he find that guidance in what he ---





-" PREVIOUSLY ACTUALLY LEARNED  
I.

of American or other history."

(k) Situation Worse In High-School:

"The history studies of the high-school make still fewer and less important contributions to the total of adult civic behavior than does American history as studied in the upper grades. Exceptions to this conclusion apply only in the case of that very small number of high-school students who eventually become publicists or governmental agents." <sup>2.</sup>

(l) Problems Must Be Live:

"In connection with such current and live problems as, immigration, relief of poverty, borrowing of capital, international relations, negro suffrage, tariffs, and the like--it is in the proper study of problems like these that history can really be brought into the genuine service of civic education." <sup>3.</sup>

(m) Snedden's Conclusion:

"We must have better civic education for democratic citizenship; and in that education we should require that the findings of history shall play an important part, which is not the case now, I fear." <sup>4...</sup>

I. Snedden, David.-Civic Education-PP.203-204

2.    ""       ""       ""       ""       "   "   "

3.    ""       ""       ""       ""       " 206.

4.    ""       ""       \*Problems of Secondary Education.PP.204.



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(4) Situation of the High-School

The history

of the high-school course is not as important as the social or adult civic history for then does American history as studied in the upper grades. Exceptions to this conclusion apply only in the case of that very small number of high-school students

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(1) Problems that are live

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with such current and live problems as immigration, relief of poverty, borrowing of capital, international relations, home enticement, tariffs, and the like--it is in the proper study of problems like these that history can really be brought into the genuine service of civic education."

(2) Teacher's Condition

"as

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findings of history shall play an important part, which is

not the case now, I fear."

(3) Peters Opinion Of History:<sup>I.</sup>(a) Kind Of History Needed:

"Will history

as ordinarily taught give us ability to interpret the conduct of peoples in the light of the historic causes? Clearly, it may not do so at all. The history taught below the high-schools is hardly calculated to accomplish this end. In the high school we do deal with the evolution of nations with which we have present international relations, but it is doubtful whether this history as now taught contributes much to the attainment of this special objective. In chronologically organized history all of the early periods are almost completely irrelevant to this purpose. There are a few cases, notably Poland and the Balkan States, where some important present-day movements have their roots in conditions that existed several centuries ago; but for the most part it is evolutions within the past generation or two that shaped present problems. To that period classes in school history give only a small percentage of their time. Moreover, they touch at best only a few conditions, leaving almost entirely unexplained South America, China, Japan, and some other nations, which we need greatly to understand sympathetically."



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 tirely unexplained South America, China, Japan, and some  
 other nations, which we need greatly to understand sym-  
 pathetically."

(b) Appreciation Of Other Peoples:

"Through understanding of other peoples history should furnish a basis--their difficulties, their aspirations, and their aggressions--in the light of the historical conditions out of which these evolve. The World War came about by reason of the unfolding of the forces involved in the historical situation. The social, economic and especially the political conditions in Germany were such that historians foresaw that the natural culmination of these movements would be either a major war against external foes or the collapse of the internal regime. Similarly significant present-day attitudes and movements in Japan, China, India, Turkey, etc, are to be understood in the light of how historically they came to be what they are."

(c) Overestimation:

"It is easy to overestimate the contribution made to citizenship through the teaching of history. It is very common to find such claims as the following:

I. "History instills in the minds of boys and girls high ideals, gives them a sense of appreciation, teaches morality by stimulating thought and interest in the moral behavior of men and races, develops a healthy philosophy of life and thus adds to the formation of character."



(b) Appreciation of Social Forces

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and interest in the moral behavior of men and races, de-  
velopes a healthy philosophy of life and thus adds to  
the formation of character."

2. "History shows the young the springs of public honor and dishonor; sets before them the national failings, weaknesses and sins; warns them against future dangers by exhibiting the losses and sufferings of the past; enshrines in their hearts that precious love of country."

(d) No Evidence That Such Values Are Ever Attained:

"The sentences above", says Peters, "make excellent oratory, but the writer is convinced that they greatly overshoot the mark. There is no evidence that the rank and file of school pupils have been drawing these values from the study of history" (rather is the evidence to the contrary)

"If such values are ever attained it will be only because we are willing to pay a heavy price for them in time, effort and purposiveness, resulting in radical changes in the fundamental pedagogy of history teaching."

(e) Other Claims:

(I) Influence Of Great Citizens:

"It is alleged that in the study of history pupils meet some of the great citizens of the past--Washington-Lincoln-Cleveland- Roosevelt, etc, and that these men, by their example, stimulate our young people to become better citizens. But when we ask ourselves in just what specific ways these men, by --



2. "History shows the young the springs of public honor and dishonor; sets before them the national failings, weaknesses and sins; warns them against future danger by exhibiting the losses and sufferings of the past; and in their hearts that precious love of country."

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(5) Other Claims:

(1) Evidence Of Great Citizens:

"It is alleged that in the study of history pupils learn some of the great citizens of the past--Washington--Lincoln--Cleveland--Roosevelt, etc., and that these men, by their example, stimulate our young people to become great citizens. But when we ask ourselves in just what specific ways these men, by --

- "their example, stimulate our young people to better citizenship in the study of them, we find it difficult to say. If good citizenship lay in mythical or mystical inspiration, in a vague good-will, in emotional fervor, it would be easy to see how contact with the stories of these great men might inspire people to become better citizens--But our philosophy of education has compelled us to view preparation for citizenship not as such a generalized idealistic attitude but as many prosaic sets of habits and attitudes with which to meet the detailed and plodding duties of our daily lives.

If the study of Lincoln and of Washington or any other hero is really to help one's citizenship, it can do so only by showing how to perform better one or more of these details, or by adding motivation to the performance of such details."

(f) Possibilities: "The stories of history heroes could undoubtedly be made to contribute to citizenship if it could bring into their biographies some interesting personal gossip about how they acted in situations in which present citizens are called upon to act.

The life of Lincoln, for example, could contribute in this way if we could show (to use a hypothetical case) that he once --



Young people to better citizenship in the study of history we find it difficult to say. If good citizenship lay in mythical or mystical inspiration, in a vague good-will, in emotional fervor, it would be easy to see how contrast with the stories of these great men might inspire people to become better citizens--but our philosophy of education has compelled us to view preparation for citizenship not as such a generalized idealistic attitude but as many concrete acts of habit and attitude which which to meet the detailed and glowing duties of our daily lives.

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-engaged in a rail splitting contest when election day came along. He realized that if he stopped work long enough to go to the polls to vote he would loose in the contest, while otherwise he might win. Nevertheless, in spite of the fact that he knew his vote could not effect the outcome of the election, he sacrificed his chance to win the contest and went to the polls.--Extremely little of this sort of material is to be found in school texts in history, and not very much in the more extended biographies. Perhaps we might accomplish something like these same ends by first leading the pupil to build up a concept of Lincoln and then asking how they thought Lincoln would have acted in the sort of dilemma mentioned above." <sup>I</sup>.

"Either we should so handle our heroes in history thay they will actually help in the formation of civic abilities or we should cease deceiving ourselves by claiming that history makes for citizenship in this way."

(g) On The Tariff:

"The texts give primarily names and dates and general figures to indicate whether the tariff was high or low. Sometimes they list the main arguments on both sides. But they do not trace out the workings of the tariff in detail and show



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-"which of the arguments proved valid and which invalid,nor do they show which arguments were dependent upon conditions then existing and which since then,have gained or lost in force."

(4) Mahoney's Opinion Of History:

(a) Much Of History Could Be Discarded:

"What is the need",says Professor Mahoney,"of spending a year on history in,for example grade six?-This is a question seldom asked and never satisfactorily answered. Why not give only certain phases of history in connection with "needed understandings",and so on. If this were done,undoubtedly much of present-day history would be discarded."

(b) Current Rather Than Past Emphasis Needed:

"Would it not be better for students of history to discuss,for example, some fundamental current issues,than study dead issues of the past?"

"There is little or no evidence of relating,for example,Greek incidents of history with present-day problems.-- Many of our high-schools spend all of the freshman year,one hour each day, on Ancient history,the greater part being spent on Greece and Rome. A very considerable part of that time is taken up with the glories and splendors of Ancient Greece."



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(4) Professor Hahn's Opinion of History

(a) What of History Would He Dis-

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on ancient history, the western part being spent on Greece  
and Rome. A very considerable part of that time is taken  
up with the stories and legends of ancient Greece."

-\*But what about our present-day Greeks?-How many are here?-What do they do?-Are they patriotic or not?-and so on. These are a few questions that might be asked in connection with our study of Greece. But is it being done? Visit any history classroom where this study is being carried on and see for yourself. (The writer personally has done it and you might easily guess his answer.)<sup>I.</sup>

In other words the typical Ancient history course is purely and simply cultural. Why and how our course-makers can see that there is any civic value in knowing, for example, -the causes and results of the Peloponnesian War and such topics as that, is a mystery; it is the silliest kind of self-deception.

(c) Cultural-versus-Civic History:

Again, Professor Mahoney says; "We might well consider the following questions before we determine objectives, for example."

"Should history, as history, be taught for civic purposes?--Exclusively?--- Has Ancient History civic values?-What are they?-- "Questions like these", he says, "if pressed, ought to make it clear that much of the content of history, today taught avowedly for civic purposes, should be taught for cultural purposes only."<sup>I.</sup>



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 purposes only."

(d) Notes On Ancient And Medieval History:<sup>I.</sup>

"The most difficult problem in the new course in history is undoubtedly, the course in Ancient and Medieval History in the first year of the high-school course. This difficulty is largely due to the extent of the course.

"It is an appalling task to try to carry a class of first year pupils from the Neanderthol Man to Louis XIV. Besides the impossible extent of the course, the novelty of the problems presented make the course incomprehensible to such pupils. At the end of the year the minds of such pupils show that they have been both under-exposed and under-developed.

"The "kaleidoscopic shift" from the Stone Age to Ancient Egypt, to the Ancient East, to the Aegeans, to Greece, to Rome, with Hebrews, Phoenicians, Hittites and Carthaginians tucked into the picture on the way is enough to confuse and muddle heads older than fourteen years." (For example; - the Secondary Course of Study - Ancient History - Public Schools - Trenton, New Jersey) (Pamphlet in Boston University, School of Education - Library)

"A complete or thorough presentation of history is obviously impossible in such a course, and unnecessary, also. What is desired is a real appreciation of the (important) things men did in the past, and how they did it."



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(5) Notes On Ancient And Medieval History:

Again, a letter addressed to the editor of the Historical Outlook<sup>I</sup> further illustrates the above point. It follows.

"The Course In Ancient And Medieval History:  
Editor-Historical Outlook.,---

"The question of a change in the first year history course in Washington was the reason for the preparation of this statement. I think that the problem is the one really serious difficulty in the high school history teacher's program. I have no idea that a real rearrangement of the course is possible at this time, but I am convinced that the present program is impossible. If you can use this statement in any way so that it may stimulate discussion and consideration of the course, do so."

Very sincerely yours,

Edmond S. Noyes.  
Central High School.  
Washington, D.C.

It is a pity that others connected with our secondary system of education are not as frank and outspoken as is Mr. Noyes. At least Mr. Noyes can take some satisfaction in knowing that his letter has been used to, as he says above-"stimulate discussion and consideration of the course". That such courses as the one here referred to are being discussed and considered there can be no question. It is a hopeful sign, at least.



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(e) Comment:

One might enumerate many more such opinions as those quoted above concerning the civic value of present-day history teaching, but the above serves the purpose, namely; to point out that, if we are to continue to insist, as we quite generally do, that history is being taught for its civic value, then we must analyze our present courses of study and textbooks in history with the distinct purpose of determining just what material we can utilize in our history teaching for its civic value and what we can place on the shelf for cultural purposes . That such a distinction exists, no one who gives thought to the question can deny.

It shall be the purpose of the following chapter to point out these distinctions in various courses of history that have been offered in our secondary schools. The courses analyzed are typical of most history courses in this country.



(a) Comment:

The right answer is:

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### CHAPTER III.-SUMMARY

This chapter has attempted to defend the assertion that, the American public school has partially failed in its objective.

Part I.--states what is generally accepted as the ultimate objective of the American public school,--namely;"to turn out good American citizens", followed by two present-day conceptions of qualities that should characterize the "good American citizen" in these days when the worth of democratic government is being severely tested.

Part II.--of this chapter has attempted to explain why the American public school has partially failed in realizing its objective by pointing out the complexity of American democracy which has resulted in highly specialized forms of education as compared with education some thirty years ago.--Other factors that have caused this partial failure of the American public school are;(a) --school emphasis on abstract performance;(b) domination of college entrance requirements;(c) untrained social science teachers;(d) overworked teachers;(e) failure to first set up specific objectives with some scientific validity,-and so on.--Added to these factors might be mentioned:-(a)-evidence of pupil dislike for history based on comparatively recent analysis with possible reasons for this dislike.



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CHAPTER III.-SUMMARY(con't)

Following this the chapter gives evidence that history has not always been a record of truth-due to(a) errors in fact-(b)fostering false patriotism-(c)intentional inaccuracies and (d) war propaganda.

Part III.-of this chapter cites some current opinions of history by leading educational authorities such as;Professors Snedden,Peters and Mahoney. The chapter is concluded with a short commentary paragraph on the lesson course-makers in history must learn from the evidence presented in this chapter,if the American public school is to avoid this partial failure in the future.

Chapter IV.follows.



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Chapter IV. follows.

## CHAPTER IV.\*\* TYPICAL COURSES OF STUDY IN HISTORY

### PART I.\*----- Introduction:

In this chapter an attempt will be made to point out, by way of analysis and criticism, the content of the following courses, and to show wherein they are lacking in developing real civic ideals, attitudes and understandings.

The courses considered below were examined with the following thoughts in mind.

(1) "Objectives: are they specific--sound?

(2) Predominant Emphasis: or obvious point of view. Is he emphasizing emotionalized attitudes, activities or what?

(3) Selection Of Subject-Matter:  
Is it good-poor-too much-too little-too heavy-fusion or not?

(4) Arrangement Of Subject-Matter:  
Is it logical-chronological or psychological?

(5) Method: Outstanding contributions (if any)

(6) General comments and summarizations."

#### (A) State Courses:

##### I. Tentative Syllabus For History-- (Grade seven) 2.

1. Mahoney, John, J.-Reorganization of Social Studies--  
-Boston University, School of Education
2. University of The State of New York-State Education  
Department.-1928-Tentative History Syllabus-Grades, 4-8



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(a) Extract from Introduction:

In the general introduction of this Syllabus of the University of the State of New York, we read the following:

"History in the intermediate grades should not be limited to the acquisition of facts, but should also attempt to arouse the interest of pupils in learning how the present came from the past. Memorizing lists of leaders, battles, explorers, colonies and many other details connected with each is to be distinctly discouraged."

A very fine statement--one that this thesis heartily agrees with. But when the course of study is analyzed in detail, it is difficult to believe that the author or author's of the above statement were sincere. At least, if they were sincere, they were unconsciously deceiving themselves and at the same time, unfortunately deceiving students also.

(b) General Aims Of The Course:

(1) "To give pupils a knowledge and understanding of the past, which will help to interpret more adequately the present-day society in which they live."

(2) "To develop in pupils an appreciation of what past civilizations have contributed to our present social order in terms of culture, institutions and social procedures."



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(3)"To help pupils learn how to evaluate contributions of past ages in order that the best of these contributions may form a part of their lives."

(4)"To help pupils gain historical information and understanding that will enable them to work consciously on levels appropriate to their ages, toward bringing about improved social conditions."

(5)"To help pupils trace and interpret those historical situations which tend to develop a spirit of tolerance and good-will toward peoples of other lands."

(6)"To help pupils trace the operation of cause and effect in the determination of social change and in the shaping of the destinies of peoples and nations."

(c) Some Of The Means To Be Used To Realize Aims-For example:-

(1)"To encourage pupils to read widely in those fields of literature, biography, prose, poetry and song which have been the product of history.

(2) To stimulate the pupils to read widely in those historical materials which help to recreate the past."

(3) To develop appropriate tests which will measure the pupils mastery of, subject-matter and their developing power of thought in handling historical materials."



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(B) The following outline is presented as an illustration of a history course that is, as Professor Mahoney says; "too heavy; loaded to the gunwales with information-bursting with facts," and so on. Much of it also is of the cultural rather than the civic type, and hence, has little or no claim-(regardless of how imposing and scholarly it may be)-to being a real factor in developing those ideals, attitudes, understandings and behavior tendencies that are today, more than ever, needed as characteristics of the good American citizen.

(C) Outline Of Topics (first term)

(I) How Europeans In America  
Became Americans.

(a) Character Of The Early Settlers:

1. Physical hardihood and endurance
2. Freedom of thought in religion and politics.
3. Education and love of learning
4. Moral qualities; courage, perseverance, determination, faith in God.
5. Our debt to the pioneer.

(b) Factors Which Tended To Influence The  
Character Of The Colonies:

1. Struggle with nature in a new land
2. Contact with Indians
3. Struggle for survival against other settlers.
4. Remoteness from Europe; length of the voyage.

(c) Growing Differences With Britain:

1. Neglect of the British government --



(B) The following outline is presented as an illustration of a history course that is, as Professor Mahoney says, "too heavily loaded to the gunwales with information-bursting with facts," and so on. Much of it also is of the political rather than the civic type, and hence, has little or no claim (regardless of how imposing and scholarly it may be) to being a real factor in developing those ideals, attitudes, understandings and behavior tendencies that are today, more than ever, needed as characteristics of the good American citizen.

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##### (b) Factors Which Led to Influence The Character Of The Colonies:

1. Struggle with nature in a new land
2. Contact with Indians
3. Struggle for survival against other settlers.
4. Remoteness from Europe; length of the voyage.

##### (c) Growing Differences With Britain:

1. Neglect of the British government --

- "previous to 1760-reasons
2. Growth of an independent colonial trade
  3. Growing feeling of self-sufficiency. for example; representation, taxing power, freedom of speech and press, local self-government.
  4. Courageous insistence on "rights of Englishmen".
  5. Lack of sympathy with England through lack of understanding; few colonies in 1760 had ever seen England and only commercial classes had direct relations.

(d) New Plans For Strengthening The Empire Proposed By The British Government:

1. The British Empire: Great Britain and all her possessions in all parts of the world.
2. Mercantile Theory of Trade; Implications.-
  - (a) Colonies exist for benefit of the mother country.
  - (b) Colonies obliged to regulate their industry and trade in the interest of the mother country.
3. Weakness of the imperial organization exposed by the French Wars, for example; -ineffectiveness of requisitions.
4. Need of increased taxation to carry debt left by French Wars; economic conditions in England.
5. Realization that the colonies were valuable. --- --- ---  
Determination to control and profit by colonial trade.
6. Steps taken to gain control of colonial trade in order to gain greater revenue.
  - (a) Strict enforcement of acts of navigation and trade.
  - (b) Prohibition of industries competing with British goods
  - (c) Bounties on products essential to mother country.



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 (a) Prior enforcement of laws on  
 navigation and trade.  
 (b) Prohibition of industries  
 connection with British goods  
 (c) Emphasis on produce expan-  
 sion to mother country.

(d) Stamp Act (1765); opposition by powerful groups affected by it; for example: merchants, bankers, lawyers and publishers.

(e) How The Colonists Struggled For Their Rights As British Subjects:

I. Developing of Colonial opposition.

(a) Writs of assistance: James Otis

(b) "Parson's Cause": Patrick Henry

2. Growth of Revolutionary Movement.

(a) Resistance to taxing power of parliament.

(b) Defiance of Custom's officers: troops sent.

(c) Boston Massacre (1770)

3. Parliament retaliates

(a) Intolerable Acts

(b) Quebec Act

4. Organization For Resistance by Colonists:

(a) First Continental Congress (1774)

(b) Second Continental Congress

1. Assumed authority

2. Organization of army

II.

(E) How The Revolutionary War Was Fought:

(A) Position Of Colonists And British At Beginning Of War.

(1) Advantages of Colonists :

(a) Knew the country

(b) Had received training in fighting in open country

(c) Could endure great hardships due to pioneer life

(2) Disadvantages of Colonists:

(a) Small population



(d) Stamp Act (1765); opposition by powerful groups affected by it; for example: merchants, lawyers and parliament.

(e) How The Colonists Struggled For Their Rights As British Subjects:

I. Development of Colonial opposition:

- (a) Writs of assistance: James Oglethorpe
- (b) "Person's Case": Patrick Henry
- (c) Growth of Revolutionary Movement.

2. Growth of Revolutionary Movement:

- (a) Resistance to British power of parliament.
- (b) Beliefs of Oglethorpe's off-sets: troops sent.
- (c) Boston Massacre (1770)
- (d) Parliament retained
- (e) Intolerable Acts
- (f) Resolved Act

3. Organization for Resistance by Colonists:

- (a) First Continental Congress (1774)
- (b) Second Continental Congress
- (c) Assumed authority
- (d) Organization of army

II.

(E) How The Revolutionary War Was Fought:

(A) Position Of Colonists And British At Beginning Of War:

(1) Advantages of Colonists:

- (a) knew the country
- (b) had received training in fighting in open country
- (c) could endure great hardships due to poorer life

(2) Disadvantages of Colonists:

- (a) Small population

- (b) Not united-for example-Loyalists in Middle and Southern colonies, especially, New York.
- (c) Had few facilities for manufacturing
- (d) Had little wealth; Continental currency.
- (e) Lacked a strong central government
- (f) Lacked means to raise and pay a Continental army.

(3) Advantages of British:

- (a) Had great wealth
- (b) Had trained leaders in war
- (c) Had facilities for manufacturing,
- (d) Had navy and ships for transporting troops and supplies.

(4) Disadvantages of British:

- (a) Great distance and expense of war.
- (b) Unacquainted with country
- (c) At war with other nations
- (d) Disagreement at home

(F) Plans Of Campaigns:

(1) First Plan of British to subdue Massachusetts.

- (a) Danger to the Colonists if this succeeded.
  - (b) Reasons for its failure.
- (2) Second Plan of the British: to divide the Colonies.

(a) New Yorks Part In The War:

- (1) Struggle for New York City and the lower Hudson
- (2) Struggle for the Mohawk Valley: Oriskany, Stanwix.
- (3) Burgoyne's Expedition:-- Bennington, Saratoga, 1777.
- (4) Tory and Indian warfare: Sullivans Expedition----- Cherry Valley



- (b) Not limited for example to the  
large in Middle and Southern  
colonies, especially New York.
- (c) Had few facilities for manufacturing
- (d) Had little wealth, Continental  
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- (e) Lacked a strong central government
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(5) Plans of Campaign:

(1) First Plan of British to subdue Massachusetts.

- (a) Danger to the Colonists if this succeeded.
- (b) Reasons for its failure.

(2) Second Plan of the British to divide the Colonies.

(3) New York City in the War:

- (1) Strategic for New York City and the lower Hudson
- (2) Strategic for the Mohawk Valley, Albany, etc.
- (3) Important to the British
- (4) Tory and British warfare
- (5) British Occupation

(G) Washington's Campaigns In New Jersey And Around Philadelphia: Valley Forge And Why Such Conditions Could Exist.

(a) Third Plan of the British; to sweep up from the South:

(b) The War in the West--George Rogers Clark

(H) The Aid Of France; French Alliance.

(I) Fighting At Sea; France, Spain, Holland---  
against England

(J) Part played by such men as, Washington, Robert Morris, Lafayette, Benedict Arnold, Paul Jones, George Rogers Clark, Jefferson.

(K) Results Of Victory At Yorktown:

(1) Independence: study Declaration of Independence.

(2) Terms of treaty of peace

(3) Effects upon England

(4) Effects upon France

III.

(L) Why Our First Attempts At Union Failed:

(a) Review Of Previous Attempts At ...  
United Action:

1. New England Confederation (1643)

2. Albany Congress (1754)

3. Stamp Act Congress (1765)

4. First Continental Congress (1774)

(M) Effects Of The States Existing First And Granting Powers To The Nation:

(N) Services Of The Second Continental Congress.

1. Carried on the Revolutionary War.

2. Borrowed money and made treaties with foreign nations.

3. Drew up the Articles of Confederation



(3) Washington's Declaration in New Jersey was  
around Philadelphia: Valley Forge and the  
lack of conditions would exist.

(a) Third Plan of the British; as every  
one from the South;  
(b) The war in the West--George Rogers  
Clark.

(4) The Aid of France; French Alliance.

(5) Fighting at sea; France, Spain, Holland--  
against England.

(6) Part played by such men as Washington,  
Robert Morris, Lafayette, Benedict Arnold,  
Paul Jones, George Rogers Clark, Jefferson.

(7) Results of Victory at Yorktown:

(1) Independence: study Declaration of  
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### III.

(8) Why the first attempt at Union failed:

(a) Review of previous attempts at  
Union.

1. New England Confederation (1643)
2. Albany Congress (1754)
3. Stamp Act Congress (1765)
4. First Continental Congress (1774)

(9) Effects of the United States Declaration and  
transition towards the Nation:

(10) Services of the Second Continental Congress  
at Philadelphia.

1. Declaration of the Revolutionary War.
2. Borrowed money and made loans--  
also with foreign nations.
3. Pressing the Articles of Confed-  
eration.

4. Passed the Ordinance of 1787,  
the basis of our territorial  
administration.

5. Kept alive the idea of union

(O) Defects Of The Articles Of Confederation:

(1) No executive head of power to enforce laws.

(2) No power to raise revenues

(3) Impossibility of amendment

(P) The Critical Period Of American History:

(1) Troubles with Foreign powers

(2) Quarrels between states over commerce

(3) Evils of paper money

(4) Lack of executive power

(Q) How We Obtained Our Constitution:

(1) Calling of the Federal Convention--  
(1787)

(2) Leading men of the Convention-----  
Washington, Madison, Hamilton, and so  
on.

(R) Three Great Compromises:

(1) Representation in the two houses of  
Congress.

(2) Apportionment of representation and  
taxation.

(3) Control of interstate and foreign  
commerce.

(S) Its Great Principles:

(1) Strong central government

(2) Three departments of government

(3) Checks and balances

(T) The Bill Of Rights.

(U) Adoption.

(1) Method

(2) Hamilton and the Federalists

(3) Importance of the struggle in New  
York.



185.  
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(11) The Bill Of Rights.

(12) Adoption.

- (1) Method
- (2) Hamilton and the Federalists
- (3) Influence of the struggle in New  
York.

#### IV. How The Government Was Carried On By The Federalists.(1789-1801)

##### (a) Setting the government in motion:

- (1) Inauguration of Washington at New York
- (2) Selection of his cabinet and the federal judges

##### (b) Hamilton and his financial policy:

- (1) Credit of the United States established.
- (2) Raising revenue to carry on the new government.
- (3) Uniform currency through the United States Bank

##### (c) Establishment of political parties:

- (1) Issues that divided the people
- (2) Interpretation of the Constitution--broad and strict construction.--Hamilton and Jefferson leaders.
- (3) Classes of the people in each party, and reasons.
- (4) Undemocratic features of the government.
  - a. Restrictions on suffrage by the states.
  - b. Indirect election of the President.
- (5) Partisan bitterness
- (6) Doctrine of States Rights:-- Kentucky and Virginia Resolutions; Whiskey Rebellion.

##### (d) Services and causes of downfall of Federalist Party.

##### (e) Washington's Farewell Address

##### Comment:

Material such as the above outline presents is essentially the same as history material offered ten or fifteen years ago. And no amount of "sugar-coating" this material and catering to it with improved methods of presentation will help the situation any.





The following course is presented as found criticed in the Historical Outlook for February, 1926. It is another fine illustration of cultural history that has no real civic value such as the preceding chapters of this thesis have indicated. It follows.

#### CHAPTER IV.

#### PART.II.    A Criticism Of A Year Of European History--- ---Pennsylvania---Tenth Grade-I.

"  
 (a)The course refered to above represents--an  
 effort to organize a one year course of study for the  
 the tenth school year.

(b)The teacher is urged to stress;-traditional  
 threads of development which impress the idea of the con-  
 tinuity of human progress as expressed in great historical  
 movements and in outstanding landmarks of progress.

(c)It is topical in character.

(d)The student is urged to appreciate the  
 great part played by science,literature,political philo-  
 sophy,the yearnings for democracy,agriculture,humanitari-  
 anism,invention and industry in the evolution of modern  
 society. His study begins with the epoch making achieve-  
 ments of early man for the reason that,"we are all too  
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 modern society have their origins in the centuries,yes,  
 the milleniums of the past."(note the decided emphasis



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#### CHAPTER IV.

##### PART II. A Criticism Of A Year Of European History--- ---February-1936---

(a) The course referred to above represents---

effort to organize a one year course of study for the tenth school year.

(b) The teacher is urged to stress---traditional threads of development which impress the idea of the continuity of human progress as expressed in great historical movements and in outstanding landmarks of progress.

(c) It is logical in character.

(d) The student is urged to appreciate the great part played by science, literature, political philosophy, the yearnings for democracy, art, culture, humanitarianism, invention and industry in the evolution of modern society. His study begins with the epoch making achievements of early man for the reason that, "we are all too forgetful that the institutions which are the backbone of modern society have their origin in the contributions of the wilderness of the past." (note the decided emphasis

-on the dead past -this is cultural only, -yet-----

(e)Understanding the present is accepted as one of the major objectives to be attained.

(f)The course is also conceived as a kind of prophylaxis against revolution, for it is to cultivate "a passion for orderly advance." The training element lies in discrimination and independent judgment.

(g)It is of special interest to note that, -whereas these objectives are often cited in connection with the entire program of history in the high school, in the Pennsylvania course they are special objectives to be attained in connection with the work of the tenth year. In other words, the framers of the course conceive of each year of work charged with the specific accomplishment toward that larger citizenship program proposed for the entire group of the social studies.

(h)Nineteen main divisions of the field are recognized with imperfect attempts to indicate the relative amount of time and emphasis to be devoted to each. The following will indicate the nature of the divisions,

"The Orient; Greeks; Rome; Period of Transition; the Middle Ages; Life and Culture in the Middle Ages; the Renaissance; Age of the Protestant Revolt; Tendencies to Absolutism; French Revolution; Napoleon and ---



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isions.

"The Orient; Greeks; Rome; Period of

Transition; the Middle Ages; Arts and Letters in the Middle

Agas; the Renaissance; Age of the Protestant Revolt; Ren-

denance to Absolutism; French Revolution; Napoleon and ---

--Reaction;The Industrial Revolution;Modern England and the British Empire;Russia;Turkey and the Near East;Modern Science and Progress,"and so on.

(I) The relative emphasis and amount of time to these and to their various sub-divisions is indicated by such instructions as,"Do not go on to Roman history until you feel sure that the students know the influence and contributions of Greek civilization from the Indus to the Tiber".--the events of the Peloponnesian War need not be studied in detail";(thats a "break")--"take plenty of time to study the life of the people in the cities and in the country;their houses;their occupations; their means of communication;their amusements;their education;the remarkable growth of world commerce,and so on!"

(j)Rome:"take plenty of time to study the activities and interests of Charlemagne,"and so on. "The reader often wonders from just what source all this time will be forthcoming from this rather comprehensive program."

(k)Comment:Instead of developing any civic values such as this thesis advocates,rather would the altogether too heavy and cultural material offered tend,in my opinion,to create a positive dislike for all history. It is perfectly evident that in the above course a decided effort has been made to emphasize know-



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their means of communication; their amusements; their at-  
tention; the remarkable growth of world commerce, and so on.

(2) Home: "Take plenty of time to

study the activities and interests of Shakespeare," and so  
on. "The reader often wonders from just what source all

this time will be forthcoming from this rather comprehen-  
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course a decided effort has been made to emphasize know-

-ledge, facts and more facts. Or as Professor Mahoney says-"knowledge and a lot of it." Yet, presumable those who plan such courses expect its victims to obtain real civic values. One might just as readily expect to build a skyscraper on a foundation of sand and expect it to remain upright, provided they took plenty of time to gather enough sand.

And so with this course, (which is typical of many of our secondary school courses) provided there is a little of this topic and a little of that topic, but enough of course of each--then by presenting this mass of cultural information to Mary or Johnny, say; "There now, when you have digested all this, we expect you to be "good citizens". And the inevitable reaction, has, as statistics show, been just the opposite.

WHY! because in the first place, (let it be repeated) there has been no setting up of specific objectives based on a knowledge of the needs of present-day democracy. Secondly, -unless such objectives -- (tentative) are obtained with reasonable scientific validity, then we are simply grouping blindly, traveling in a vicious circle, getting nowhere.

The following course is an example of a type that contains much material of no real civic value, for example, its so-called "activities " problems" etc.



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SOCIAL STUDIES:-COURSE OF STUDY FOR JUNIOR  
HIGH-SCHOOLS--GRADES SEVEN,EIGHT AND NINE--  
LONG BEACH CITY SCHOOLS,-LONG BEACH,CALI-  
FORNIA.(1927) I.

(I)Introduction: Let it be understood that the Long Beach Course of Social Studies is not here condemned as a whole. On the contrary,as a whole,it is a remarkable arrangement of scholarly work. Unit I.-of the course termed "Orientation",a first semester offering,is excellent. To illustrate-,Problem I. of this Unit--"How can we develop good sportsmanship in our junior high-school?"--with its sub-topics,for example:-

A.What Is Good Sportsmanship?

- 1.Ability to obey commands.
- 2.Teamwork.
- 3.Fair play.
- 4.Courtesy.
- 5.Courage in defeat.
- 6.Courtesy in victory.

B.How can a school rally be conducted in order to promote good citizenship?

- 1.What should be the attitude toward the team?
- 2.Attitude toward winning the game?
- 3.Attitude toward the school rival?

C.What qualities of good sportsmanship are worth applying to everyday living

- 1.Teamwork.
- 2."Never say die"spirit.
- 3.Courage.
- 4.Courtesy.
- 5.Cheerful acceptance of defeat or disappointment,and so on.

I.Social Studies Course of Study for Junior High-Schools-grades--seven,eight and nine-Long Beach City schools,-Long Beach,California.(1927)(Published by:Twin Harbor and Company.,Long Beach,California.



SOCIAL STUDIES: COURSE OF STUDY FOR JUNIOR  
HIGH SCHOOL--FRAMES, TERRY, AND NINE  
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Lone Beach, California. (1937) (revised by: John Huber  
and Dorothy, Lone Beach, California.)

The above, then, is a sample of some of the good features of the course. It stresses those attitudes, ideals, and understandings that our democracy stands so much in need of. On the other hand, the following extracts from Unit III. PP.-IOI to I75 of this same course but dealing with the "Westward Movement and the Growth of Transportation and Communication, is a sample of what is being offered as historical material of civic value. It follows in part--and the following criticism is made in connection with Unit III., which bears the title; "The Westward Movement and the Growth of Transportation and Communication." (this Unit is offered in the second semester)

(a) General Aim For The Entire Unit:

"To help the student to understand how the westward advance of the explorer and pioneer was affected by historical, geographical, and social conditions."

Comment:

It seems that the above general aim is a worthy one. It is well the student does understand how the westward advance was affected by such conditions. But it is denied that much of the course content is of relative importance in promoting good citizenship as conceived in the preceding chapters of this thesis. In other words, the student might just as readily realize



155.

The above, then, is a sample of some of the good features of the course. It stresses those attitudes, ideals, and understandings that our democracy stands so much in need of. On the other hand, the following extracts from Unit III, PP.-101 to 175 of this same course but dealing with the "Westward Movement and the Growth of Transportation and Communication," is a sample of what is being offered as historical material of style versus line. It follows in part--and the following criticism is made in connection with Unit III., which bears the title: "The Westward Movement and the Growth of Transportation and Communication." (This Unit is offered in the second semester)

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this general aim given above, with much of the content offered therein omitted.

(b) Specific Aims For Entire Unit:

1. To develop an appreciation of the courage and perseverance of the explorer and the pioneer.

2. To develop an understanding of the geographical conditions which affected settlement in the North American continent.

3. To show how transportation and communication developed along with the Westward Movement.

Comment:

The reader will note that the time allotment for this entire unit is eighteen weeks. This would logically make provision for six weeks on each of the above three specific objectives. But it is difficult to understand just why it should take six weeks of our admittedly limited secondary school time to "develop an appreciation of the courage and perseverance of the explorer and the pioneer, -or six additional valuable weeks of time- "to show how transportation and communication developed along with the Westward Movement."

(c) The Predominant Emphasis:

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portation and communication developed along with the West-

ward Movement.

Comment:

The reader will note that

the time allotment for this entire unit is sixteen weeks.

This would logically make provision for six weeks on each

of the above three specific objectives. But it is diffi-

cult to understand just why it should take six weeks of

our admittedly limited secondary school time to "develop

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- "topics for discussion", and so on; many of which, in the light of this thesis might to advantage be omitted, or as Professor Mahoney says; "thrown overboard." For example:-

(I) "Activities": (In connection with  
(the Westward Move-  
(ment))

(a) "Make a chart of the thirteen colonies. Show on the chart the following: Name of the colony, date of settlement, leaders, purpose, outstanding characteristics.

(b) Make a time line showing the dates of settlement of the thirteen colonies.

(c) Give Reports On:

1. Founding and history of New Orleans.

2. Founding and history of St. Louis.

3. Founding and history of Quebec.

(d) Make a map of California and show the location of the Missions--Indicate the date of the founding of each.

(e) Collect pictures which show life on the ranchos.

(f) Give Reports On:

1. Presidios

2. Pueblos

3. Aborigines

(g) Give Reports On:

1. The land system of the French

2. Life of French Missionary.



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(g) Give Reports On:

1. The land system of the French
2. Life of French Missionary

(h) "Show on a map the territory claimed by the French and English Colonies. Locate on the same map the settlements and posts of both the French and English in North America.

(I) Make a list of French names which are still used in the Mississippi and St. Laurence Valleys.

(j) Compare the time made by the Pony Express riders from St. Joseph, Missouri, to San Francisco, with the time required for a train at the present time to run from St. Joseph to the same point.

(k) Make a graph comparing the railroad mileage of Africa, Asia, Europe and the United States."

(II.) Questions For Discussion:

(a) "Which railroad company, the Union Pacific or the Central Pacific had the greatest task in building the first transcontinental railroad?

(b) How did the hunting industry of the great west differ from that of the Ohio Valley?

(c) Compare the life of a frontiersman of the prairie region with that of a frontiersman of the forest region."

Comment:

The above activities, reports and questions for discussion were picked from the course under criticism at random, and illustrate what --



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(k) Make a graph comparing the

railroad mileage of Africa, Asia, Europe and the United States.

### (II.) Questions For Discussion:

(a) Which railroad company, the

Union Pacific or the Central Pacific had the greatest task in building the first transcontinental railroad?

(b) How did the hunting Indian-

try of the Great West differ from that of the Ohio Valley?

(c) Compare the life of a front-

iersman of the prairie region with that of a frontiers-

man of the forest region.

### Comment:

The above activities,

reports and questions for discussion were picked from the

course under criticism at random, and illustrate what --

sort of material should be "thrown overboard" as of no real civic value. It is purely and simply cultural and relatively unimportant, when other subject-matter of more importance in developing proper ideals, attitudes and understandings might be offered in its place.

(III) Selection Of Subject-Matter:

The subject-matter selected for this course, while admittedly scholarly and imposing, is far too heavy in places. For example: (PP. I54 and I55 in the pamphlet containing this course)

(IV) Organization Of Subject-Matter:

The organization of subject-matter for this course is of the problem type; with sub-topics for discussion aided and developed by activities all pointing toward the solution of the main problem for any particular unit. (as, for example the illustration given on the preceding pages).

(V) Method: (As stated in the introductory of (the course bulletin)

"Although the laboratory plan of organization affords the most desirable conditions for carrying on the work of the social studies as outlined in this course, no attempt is made here to indicate a method of procedure which will lend itself to equally effective



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(IV) Organization Of Subject-Matter:

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(V) Method: (As stated in the introductory of the course bulletin)

"Although the laboratory plan of organization affords the most desirable conditions for carrying on the work of the social studies as outlined in this course, no attempt is made here to indicate a method or procedure which will lend itself to equally effective

teaching under all conditions. The selection of the best methods to be employed in the teaching situations which arise throughout the course is necessarily left largely to the initiative and ingenuity of the teacher."

The following course of study is another typical example of a type of course that is largely cultural and therefore of no real civic value for the developing of proper ideals, attitudes and understandings referred to in the preceding chapters of this thesis.

A COURSE OF STUDY  
FOR  
THE PUBLIC SCHOOLS  
OF COLORADO I.

(I) This course lists as one of the "Fundamental Aims" of education and "which should be kept in mind in teaching history", - "training for good citizenship."

(II) Objectives:

(a) General Objectives: The following objectives were taken from a list of five as examples of what Professor Mahoney calls "beautifully worded" statements, but vague and not as specific as they might be.

(I) "To help to give the individual pupil the knowledge, interest, ideas, habits and powers whereby he will find his place in society and use the place to shape both himself and society to nobler ends!"

I. Course of Study for the Public schools of Colorado-  
Issued by the Department of Public Instruction, Denver,  
Colorado-1926)(This course still operates in Colorado  
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teaching under all conditions. The selection of the best methods to be employed in the teaching situations which arise throughout the course is necessarily left largely to the initiative and ingenuity of the teacher."

The following course of study is another typical example of a type of course that is largely child-centered and therefore of no real civic value for the developing of proper ideals, attitudes and understandings referred to in the preceding chapters of this thesis.

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(1) "To help to give the individual pupil the knowledge, interest, ideas, habits and powers whereby he will find his place in society and use the place to shape both himself and society to nobler ends."

I. Course of Study for the Public Schools of Colorado -  
Issued by the Department of Public Instruction, Denver,  
Colorado (1936) (This course still operates in Colorado  
Schools)

(2)"To broaden the sympathies and lay a foundation for permanent and worthy refinement."

Comment:In regard to the second objective,it might be asked;"broaden the sympathies for what and for who? For just as there are many conflicting loyalties instead of loyalty--so there are many conflicting sympathies also. It seems then,that the phrase -- "broaden the sympathies" carries with it a certain vagueness. A more specific list of "sympathies" would be more in keeping with this thesis idea of "specific objectives".

(b)Specific Aims:

This course lists the following as specific aims or objectives.

(1)"Historical vocabulary should be developed before any textbook work is given--"

(2)"To acquire skill in using reference books,and in using the mechanical parts of a book;-table of contents,index,maps,charts,footnotes."

(3)"To acquire some skill and much exactness in making charts,graphs,maps and outlines."

(4)"To develop an interest in the reading and study of history and biography."

Comment: Number (1) above,appears to be a worthy specific objective,yet care should be taken not to spend too much time on it.



(2) "To broaden the sympathies and lay a foundation for permanent and worthy refinement."

Comment: In regard to the second

objective, it might be asked; "broaden the sympathies for what and for whom? For just as there are many conflicting loyalties instead of loyalty--so there are many conflicting sympathies also. It seems then, that the phrase--"broaden the sympathies" carries with it a certain vagueness. A more specific list of "sympathies" would be more in keeping with this thesis idea of "specific objectives".

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(2) "To acquire skill in using

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(3) "To acquire some skill and

much exactness in making charts, graphs, maps and outlines."

(4) "To develop an interest in

the reading and study of history and biography."

Comment: Number (1) above, ap-

pears to be a worthy specific objective, yet care should be taken not to spend too much time on it.

The second objective, like the first, is a worthy specific objective also, but very little time should be devoted to it. Both of these objectives, at best, are merely minor introductory points to be mentioned in introducing pupils to the study of history.

Number three appears to place too great an emphasis on a relatively unimportant objective compared with others of far greater significance that bear directly on the developing of ideals, attitudes and understandings, as suggested in Chapter I. PP. 5-6-7 of this thesis.

Number four is certainly a worthy objective and one that all history teachers hope is being developed among their pupils. Yet, only in exceptional cases is it ever realized. Rather would the decidedly heavy amount of cultural material (extracts of which appear below) tend to create a dislike for all history.

The first three objectives above then, appear to offend the principle of "relative value" (as per Chapter I. - PP. 36 of this thesis - especially objective three)

(c) The Predominant Emphasis: is placed on so-called "problems" as is evidently advocated from the following suggestions-- "As an aid to (training pupils to think in terms of everyday life) material studied --



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The second objective, like the first, is a worthy specific objective also, but very little time should be devoted to it. Both of these objectives, at best, are merely minor introductory points to be mentioned in introducing pupils to the study of history.

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(c) The Predominant Emphasis is placed on so-called "problems" as is evidently advocated from the following suggestions--as an aid to (training pupils to think in terms of everyday life) material studied --

- "should be grouped into problems".

This suggestion is in opposition to Professor Mahoney's contention that - "history should be taught primarily for appreciation purposes". - There is very little, if any, appeal to the emotional side of the pupil through so-called problem solving. Most of these so-called problems offered today in history study are appeals to the intellect only.

On this very point Klapper says; - "History that is taught essentially for its emotional appeal should not be burdened with problems."<sup>I</sup>.

(d) Selection Of Subject-Matter:

In this respect practically the same criticism could be made in regard to this (Denver) course as was made of the Long Beach course.

While scholarly and imposing, yet, it is too "heavy" and cultural rather than civic: for example:-

Medieval and Modern History  
(Tenth Grade)

This course for the tenth grade in Medieval and Modern history is divided into fifteen main headings, with sub-headings covering from nearly a half page to nearly four or five pages in length. (outline form)

They deal with dead issues of the past, much of which is purely cultural and practically all



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They deal with dead issues of the past, much of which is purely cultural and practically all

forgotten by the great majority of pupils when the classroom becomes a memory; and therefore of no real civic value such as this thesis has maintained in the preceding chapters. Extracts of this material follow.

### Growth of Civilization:(800 to 1789)

#### A. Feudalism-Problem

1. Rise, institutions, character
2. Importance from military, financial, administrative and social point of view.
3. Life in the country--Manor Serfs
4. Life in the towns
  - a. Revival of towns, guilds, fairs, markets
    1. Hanseatic League
    2. Merchant adventurers
    3. Trade routes
5. Decline of Feudalism
  - a. Growing power of kings
  - b. Gunpowder

#### B. Germany-the Church and Italy in the Middle Ages:

##### Problem:

The Church reaches and recedes from its influence as a temporal power.

#### A. Conflicting theories and interests of Church and Empire

##### B. The Holy Roman Empire

1. Influences on the power of Emperor
2. Revival of Empire under Otto the Great(962)
  - a. Frederick I.-Struggle with Popes.
  - b. The Lombard League
3. Guelfs and Ghibellines
4. Rise of Hapsburgs
5. Feudal anarchy in Germany





(C) The Church In The Middle Ages:

1. Organization of Church
2. Church Courts-Excommunication and Interdict.
3. The Friars-St. Francis; St. Dominic
4. Conflict with civil authorities.
  - a. Investiture-Canossa (1077)
  - b. Concordat of Worms (1122)
  - c. Quarrel with Henry II. and with Thomas of Becket.
  - d. Relations of Innocent III. with England, France and the Emperor
  - e. Taxation
  - f. Philip the Fair and Boniface VIII.
5. Debt owed by society to Medieval Church
  - a. charities-education-peace

The above list could be extended to cover page after page of the same material, but it is sufficient to show what is meant in this thesis by cultural history as distinguished from history with real civic values (as per. chapter III.-Part III. PP. 116 of this thesis.

(e) Organization of Subject-Matter:

The subject-matter of this course is, like most of our history courses today, organized around the so-called "problem technique"; because, its advocates say; "they challenge the intellect." "Life is a process", they say, "of solving problems," and history should be taught in such a way that it be a training for this."

Comment:

Such a technique, let it be repeated and understood, tends to appeal primarily to the intellect



(2) The Church in the Middle Ages:

1. Organization of Church
2. Church Court-Excommunication and Interdict
3. The Friars-St. Francis; St. Dominic
4. Conflict with civil authorities
5. Investiture-Thomas (1077)
6. Concordat of Worms (1122)
7. Quarrel with Henry II. and what Thomas of Becket
8. Relations of Innocent III. with England, France and the Emperor
9. Taxation
10. Philip the Fair and Boniface VIII
11. Debt owed by society to medieval Church
12. Characteristic-education-passes

The above list could be extended to cover

page after page of the same material, but it is sufficient to show what is meant in this thesis by cultural history as distinguished from history with real civic values (as per chapter III--Part III, P. 116 of this thesis.

(3) Organization of Subject-Matter:

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Comments:

Such a technique, let it be repeated and understood, tends to appeal primarily to the intellect

to the utter neglect of the emotional or feeling side of pupils, and at a stage when they are largely a "bundle of emotions".

(f) Methods:

The laboratory plan is used if possible, working with either groups or individuals. Projects are also worked out by the pupils in the form of;

- a. Information projects.
- b. Enjoyment projects
- c. Problems (of the type criticized in (e) above).

(1) What Has Hatch Tried To Do?

Professor Hatch attempts to fuse history, geography and civics, using as methods, current events, class organization and projects in citizenship. Professor Hatch calls it, -- "A Unit-Fusion Course in The Social Studies For The Junior High-School."

(2) General Organization:  
(From Part I, [PP. 271-272])

The ideal behind this type of unit-fusion organization has been well expressed by Emily Mads. -- "History is meaningless without a stage-geography is not at all. A stage without action is



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als. Projects are also worked out by the pupils in the

- form of:
- a. Information projects.
  - b. Projective projects
  - c. Problems of the type outlined in (a) above.

(D) A Typical Fusion Course;

In this thesis criticism of various history courses of study in secondary schools, it would be a grave oversight to omit the following outstanding fusion type of course.

This course has enjoyed the reputation of being widely copied. It represents an attempt to fashion a curriculum the subject-matter of which is to consist of responsible pupil enterprises. (project idea of teaching) (a-la-Kilpatrick). It represents also two modern concepts in education, (1) pupil purpose, (2) fusion. Presumably, this course furnishes material in civic education.

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(2) "General Organization:-  
(From text-1.) (11.2VI-2V2)

The ideal behind this type of unit-fusion organization has been well expressed by Kelly Mabe,--"History is meaningless without a stage-geography-to set it in. A stage without action is

- "inane and absurd. And group action-history-without an organization-government or civics-is impossible."

### (3) Organization:-

#### Grade VII.---The Cradle of Civilization.

History----The World to 1492(The Near East and the Far East)

Geography--The Mediterranean Basin and the Far East  
(The Old World desert and the desert's edge.)

Civics----The significance of attempts at self-government in the Old World.

Projects in group organization;Current-Events;Projects in Citizenship.

#### Grade VIII.---The Development of Western Europe And Its Expansion Into The New World.

History---European History from 1492-1926.(The New World-United States,Canada,and South America to 1789)

Geography-Western Europe and European expansion into the New World of North America, South America,Africa,and Oceanica.

Civics---The growth of Nationalism,the development of constitutional forms of government;the march of democracy-Colonial practices in the New World.

Practice in group organization;Current Events-Projects in Citizenship.

#### Grade IX.---The United States and Its World Relationships.

History---United States-1789-1926

Geography-Physical,political,and economic geography of the United States;and our expanding world relationships.



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Practice in group organization; Current Events-Projects in Citizenship.

Grade IX---The United States and its World Relations.

History---United States-1789-1925

Geography---Physical, political, and economic geography of the United States; and our expanding world relationships.

Civics--Elementary social, political and economic problems.

Practice in group organization: Current-Events-Projects in Citizenship.

Time Allotments: One period a day, with a double period once a week.

Note:

From the above organization of subject-matter Professor Hatch plans to search for so-called "problems", drawing upon all three subjects once the "problem" to be solved is decided upon.

(4) Objectives (of this course) (Hatch)  
I.

As found on pages 270-271- are fairly specific: for example; - "To learn how to work together in contributing to the solution of a common problem." --- "To train and develop the citizenship qualities of tolerance and open-mindedness."

(5) Subject-Matter:

-For example-history, has no civic value. As illustrated in above organization and by such sub-topics as are found on PP. 286-287-288, of this course<sup>I</sup>. --- For example; - "Reasons for the Phoenicians becoming sailors --- "The Hebrews as a pastoral people"-and so on.

Note:

Such material is merely cultural, -- which shows Professor Hatch to be inconsistent in theory and practice.

(6) Organization:

Professor Hatch attempts

I. Hatch-Roy, W. - Training in Citizenship - Chapter. XVIII.



Professor Hatch attempts (c) Organization and practice.

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Time Allotments: One period a day, with a  
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Events-Projects in Citizenship.  
Practice in group organization: Current-  
Civic--Elementary social, political and economic  
problems.

-to get his problems out of his subject-matter, instead of setting up his problems first. His so-called "fusion" then, is easily distinguished as not fusion at all.

(7) "Current Events":

This phase of the course by Professor Hatch is worth more in civic value than all three of his combined methods. (found in Chapter IX.<sup>I.</sup>)

(8) "Class Organization";

by Professor Hatch is very good. Responsibility is placed on students shoulders.

(9) "Projects in Citizenship";

by Professor Hatch are not so good. For example:-

1. "Reports on the Parthenon.
2. "Pompei."
3. "Alexander the Great."

Note:

There is no civic value in the above, -it is merely cultural. To have civic value it must relate to present living.

Again, in his class dramatizations, for example; -"The Olympic Games" - "The story of Aeneas", and so on, Professor Hatch mixes the civic with the cultural.

In section (IV) - PP. of the following chapter a few paragraphs are devoted to



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IX.  
I.

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-the problem of "fusion". Arguments for and against the fusion type of course are advanced. It would be well for the reader to refer to this section for use in connection with the type of fusion course just presented.

(1) The suggestions as to the aims and values to be stressed are quite in keeping with this thesis idea; for example:—"unselfishness in international relationships";—"sympathetic appreciation of other peoples";—"cooperation for the common good", and so on.

(2) The material offered is developed in such a way as to develop these aims and values, while some of it might be admitted as being in keeping with this thesis idea also. This course using the "problem" technique, contains many problems out of which, under proper class discussion and teacher guidance, real civic values in the form of ideals, attitudes, understandings and appreciations might be developed. For example:—Under the heading of—

(a) Earliest Man:

- (1) "What is civilization?"
- (2) "What does civilization owe to Prehistoric man?"
- (3) "What is the chief interest and value of the prehistoric period?"

(b) Oriental World:

- (1) How did the Jewish religion differ from that of other nations?



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It would be a pity indeed to fail to mention extracts from courses issued by the State Department of Education-Baltimore, Maryland,<sup>I.</sup> as excellent examples of courses that are more in keeping with this thesis idea of historical material of real civic value.

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(b) Oriental World:

- (1) How did the Jewish religion differ from that of other nations?

- (2) Compare the lot of women in Ancient Egypt and in this country today."

(c) The Greek World:

- (1) "Why did Athens contribute so much more than Sparta to modern civilization?"
- (2) Importance of the repulse of Persia.
- (3) Origin and meaning of the word "democracy".
- (4) Compare the education of a Greek boy or girl with that of the boys and girls in your school.
- (5) Was the government of Athens a government "Of the people, by the people and for the people"- Explain.-And so on. (PP. I27-I29)

Note: In connection with the "Greek World" at this point, why not work in Professor Mahoney's suggestion in (Chapter III, Part. III, PP. I29) of this thesis in regard to the modern Greeks? This seems to be an excellent suggestion, because quite generally the modern Greek is looked upon as being a sort of inferior being. A study of their accomplishments in this country as well as in their own would do much to eradicate this illusion.

(3) On pages I50 to I57 of this same course the aims and values in United States History are of the type advocated by this thesis as in need of development. For example;- " The development of a strong and intelligent patriotism that is not chauvinism, but which recognizes the faults and failures of our people-"

"Suggestive problems" of the following type (found on PP. I66-I68 of this course) are real problems; the proper unbiased solving of which may well lead to the developing of wholesome attitudes, ideals and understand-



(2) Compare the lot of women in ancient Egypt and in this country today.

(c) The Greek World:

- (1) Why did Athens contribute so much more than Sparta to modern civilization?
- (2) Importance of the regime of Persia.
- (3) Origin and meaning of the word "democracy".
- (4) Compare the education of a Greek boy or girl with that of the boys and girls in your school.
- (5) Was the government of Athens a government "of the people" by the people and for the people? - Explain. - And so on. (PP. 127-129)

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(3) On pages 150 to 157 of this same course the aims and values in United States History are of the type advocated by this thesis as in need of development. For example: - "The development of a strong and intelligent patriotism that is not chauvinism, but which recognizes the faults and failures of our people."

"Suggestive problems" of the following type

(found on PP. 156-158 of this course) are real problems; the proper unbiased solving of which may well lead to the developing of wholesome attitudes, ideals and understandings.

-dings. For example;-

(1)"The English oppression of America did not represent the will of the English people, but rather the will of an autocrat government, sanctioned in its power by the fact that it had led the nation to success in a great war".-Explain the statement."

(2)"Are we quite certain that our ancestors who made a government to meet certain needs of that world and that country and that time, succeeded in the course of a few weeks in building a piece of political machinery that is the best possible for the immensely different conditions of today, and one that will remain satisfactory for all time?"

Again, a note on page I68-I69 of this pamphlet says; "The late Frank I. Cobb, editor of the New York World; pointed out in a recent article in Harper's Magazine:-----

"For decades the government established under the constitution was the only responsible expression of the principle of free institutions to be found in a world of kings, emperors, autocrats and despots. It was the only government professing to derive its powers from the consent of the governed, under which property was protected and human life was as secure as local custom decreed. It was the only government in which the average man had a chance to participate."

But, -as to its being a perfect document



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(1) "The English oppression of America did

not represent the will of the English people, but rather the will of an autocrat government, sanctioned in its power by the fact that it had led the nation to success in a great war."--Explain the statement."

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But,--as to its being a perfect document

and as to its continuous adaptability to constant changing conditions, that is another matter.

The above examples than, are illustrations of the type of history problems (if the problem technique is to be used at all) that meet with this thesis approval. On the other hand, there are many so-called "Problems" that contain no real civic value whatsoever.

For example:-

(1) "Develope the story of a medieval crusader, motives, vows, privileges, preparation, dress, arms, route, battles and sieges, benefits and disadvantages of the trip.

(2) Study the transportation systems of England, France and Germany at the outbreak of the World War.

Such problems as the above are found in the Colorado Public School Bullitin.<sup>I</sup>.

Note:

Among the states offering high-school courses in history and social sciences, that are, according to this thesis viewpoint, "too heavy" and "cultural", can be mentioned the States of Virginia and Vermont.

Other states scattered among the forty-eight had little or nothing to offer as regards available detailed courses of study in history and the social sciences. Among them might be mentioned the States of California, -Texas, -Missouri, -and Georgia.

I. Course of Study for the Public Schools of Colorado.  
-Department of Public Instruction, Denver, Colorado.  
-I926-PP.225 and 254



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## CHAPTER IV-SUMMARY.

In this chapter (IV)an attempt was made to analyze a few typical and outstanding courses of study used in secondary schools in the United States.

The points considered in judging their civic value were;-(1)Objectives-(2)Predominant emphasis-(3)Selection of subject-matter-(4)Arrangement of subject-matter-(5)Method-(6)General comments and summarizations.

The following courses of study were analyzed in the order herein given.

(1)Tentative History Syllabus---  
Grades 4-8;University of the State of New York,1928.

(2)A criticism of a year of European History-Pennsylvania-Tenth Grade,1926.

(3)Course of study for Junior high-schools-Grades 7-8-9-Long Beach City Schools-Long Beach, California,1927.

(4)Course od study for public schools of Colorado,1926.

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CHAPTER IV.-SUMMARY (con't) -studies-Maryland School

Bullitin, 1924. Introduction:

The chapter comes to a close with a brief commentary concluding paragraph. In the preceding chapters have been, for the most part, of a descriptive nature, the following chapter has been written.

It must be remembered that all secondary education is still in the process of reconstruction and reorganization, and therefore, no plan in any field can be accepted as the criterion to be followed in preference to all other plans and suggestions.

With these thoughts in mind then, the following chapter is merely an attempt to set forth in what seems to the writer to be a fairly logical plan in the light of this thesis, for the achieving of more civic value in secondary school history. The "plan" follows.

(II) A PERIODIC SURVEY AND ANALYSIS OF THE DEGREE OF CIVIC EDUCATION IN SECONDARY SCHOOLS IN MARYLAND.

(a) Political:

Failure to vote, lack of interest in voting breeds graft and corruption in politics.

(b) Industrial:



CHAPTER IV. - SUMMARY (cont.)  
- statistics - Maryland School

Baltimore, 1934.

The chapter comes to a

close with a brief commentary concluding paragraph.

CHAPTER V. \*CONSTRUCTIVE PLAN FOR THE ACHIEVING OF MORE CIVIC VALUE IN SECONDARY SCHOOL HISTORY.

(I) Introduction:

In view of the principle that no criticism should be entirely destructive-that it should try to build as well as tear down;and considering the fact that the preceding chapters have been,for the most part, of a destructive nature,the following chapter has been written.

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(II)A PERIODIC SURVEY AND ANALYSIS OF OUR DEMOCRACY NEEDED TO DETERMINE,AS FAR AS POSSIBLE,ITS "SHORTCOMINGS":FOR EXAMPLE:\*

(a)Political:

Failure to vote;  
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(b)Industrial: Workers often



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(II) A PERIODIC SURVEY AND ANALYSIS OF OUR DE-  
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THE "CONSTRUCTIVE" PLAN FOR EXAMINING:

(a) Political:

Failure to vote;  
lack of interest in voting; greed; graft and corruption in politics.

(b) Industrial: Workers often

-mere machines;there must be a greater degree of appreciation of the problems faced by both parties.

(c) Social: So-called "racial superiority and inferiority"-has no place in a true social democracy--yet, this un-American trait is with us today to a great extent.

(d) Such "shortcomings", and many more, (as per chapter II.-Section III.(B)-obviously exist.

(e) Therefore ,the need of such a survey--Let the reader consider for a moment what this nation has witnessed within the past seventy-five years in the way of tremendous changes in her political, industrial and social life. Even within the past two-score years these changes have been greatly accelerated. There appears to be every indication that changes along these lines will not come to a standstill; rather will they be increased in number and complexity.

Obviously, then, it is the business of the schools to anticipate such changes and to meet them properly. Hence, the suggestion that a survey or "stock-taking" be made of democracy in these United States periodically, say, every three or four years to determine, as far as possible, its "shortcomings" such as those above. The survey should be periodic because it would enable us to detect the presence, if any, of new evils and check --



137.  
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them before serious damage is done, and at the same time, check up on progress made, if any, toward the elimination of existing evils.

With such information on hand our schools will then be in a position to better adjust their aims and objectives in the light of the revealed information.

(III) Scientific Course-Makers Needed:

In view of the present almost bewildering complexity of modern civilization, it is perfectly obvious that those who would mould and shape educational courses and curriculums should be highly trained, scientific men in their own special fields.

(a) In Social Sciences As Well As Other Fields.

(I) While it is true that the Social Sciences are comparatively new when placed beside the other courses of study in our schools, yet, the tremendous growth of this field in recent years, and the ever increasing realization of its importance and need in a democracy, necessarily demands experts in this field if there is to be realized any worthwhile results from democracy, or justify belief in its significance.

Yet, to date, in most secondary schools of the United States wherever such courses are found, one usually finds also, some teacher of history,



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-with little or no special training in the social sciences, pitifully trying to connect in some way a smattering of economics, civics, and perhaps some sociology, with her history course, often resulting in utter confusion to herself as well as her pupils.

(2) "Social Engineers" Needed:

Peters,<sup>1</sup> brings out the need of experts in the field of the social sciences when he says; "- Education as Social Engineering"-The possibility of handling education as a form of social engineering gives to it almost unlimited possibilities. The only factor that can curtail this unqualified control over the future conduct of the educand, -is imperfect engineering"-

"On the whole, there has been a considerable amount of this sort of scientific experimentation in the field of education., but unfortunately very little in the field of "Education for Citizenship".

(3) Fine Buildings Or Fine Teachers?

(a) Monroe,<sup>2</sup> says; "The public is more ready to demand and encourage fine buildings than fine teachers. The lofty schoolhouses make a civic show-the high aiming teachers do not. This is a tendency to be steadily fought against; for it leans directly toward that materialism which it should be the business of edu-

1. Peters, Charles, C.-Objectives and Procedures in Civic--  
-Education.-PP. 22-23

2. Monroe, James, P.-New Demands in Education.-PP. 164-65



E. Monroe, James F. - How Demands in Education - TP. 164-65  
- Education - TP. 62-63  
I. Peters, Charles C. - Objectives and Procedures in Civics -

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- "cation to counteract."

(b) Thorndike,<sup>I.</sup> says; "Certain facts show that, although we pay to teachers of children hardly more than to skilled laborers, -- yet, we regard the teachers as an abler class."

(c) The following poem brings out the thoughts of these men also.

(4) "MAN-MAKING"

"We are blind until we see  
That in the human plan  
Nothing is worth the making  
If it does not make the man.

\*\*\*\*\*

\*\*\*\*

Why build these cities glorious  
If man unbuilded goes?  
In vain we build the world, unless  
The builder also grows."

\*\*\*\*\*

\*\*\*\*

(Edwin Markham)

(5) Comment:

Man is blind also unless he sees and understands that provision must be made for, in his plan of education, proper materials in subject-matter and properly trained teachers in order that there will be actually turned out, and not trust to luck, as is largely done today, good American citizens. For it is useless to pretend or assume that it is done, so long as schools insist on filling youthful heads with useless facts, which are mostly forgotten once the school is left behind; and so long also, as authorities insist on the practice of placing improperly trained teachers over the social --



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-science field. Rather should more emphasis be placed on filling pupils hearts and minds, through the medium of the social sciences and its teaching experts, with a desire for the wholesome unprejudiced attitudes for men and nations regardless of an aristocracy of birth, wealth or intellect, and judge them solely in terms of helpfulness toward their fellow-men.

(b) Course-makers Must Be Familiar With Democratic Needs:

A doctor before prescribing for his patient must know the condition of the patient prior to the issuing of the prescription; or better still, as Bobbitt,<sup>I</sup> says; "The engineer who plans the construction of a railroad from Omaha to Los Angeles, let us say, begins his work by taking a general overview of all the region which lies between. He examines in a general way the lay of the land; hills, mountains, plains, rivers, and so on. On the basis of the preliminary observations, he plans the general route of the line.-" But Bobbitt declares:

"To plan the route that a growing man must travel from infancy to the goals of his growth, his culture and his special abilities, is an immeasurably more complicated task than the simple one of planning a thin steel line across the continent. Within man and in the social world at large there are spiritual mountains, morasses, plains, storm regions, valleys, quick-

I. Bobbitt, Franklin.-How to make a Curriculum-PP. I and 2.



I. Bobbitt, Franklin--How to make a Great Journey--P. 100.

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- "sands, and so on, and a host of other similar things through the midst of which man's developmental growth-route must lie."

And just as with the builder of railroads, inasmuch as he must know the lay of the land geographically, so also, the course-maker, or, as Peters calls him, "Social Engineer", - must know the lay of the land politically, industrially, and socially before he attempts to lay the "rails" of progress with its cross-ties of ideals, attitudes, appreciations and understandings, through the medium of the social sciences. They must ever be on the alert and in step with present needs and tendencies, always ready to reasonably meet new demands, yet slow to relinquish fundamental principles of proven worth.

(c) Social Science Departmental Head An Asset.

(I) Expectations Of Junior High School

Enthusiastic defenders of the Junior High School say in substance that, if the pupil leaves the school at the end of his Junior high-school course, he should have developed the ability to interpret on his level of experience his social, economic and industrial contacts with his environment, and should have developed the beginnings of an attitude of open-mindedness, tolerance, critical judgment of facts, and personal respon-



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- "sibility toward social and economic problems."

Quite a large order for any youngster to fill, and it will take a mighty fine school with some extraordinary teaching to do it. But frankly, are the schools doing it?--at least all they should and can do? The answer is, NO!--not with the load of material, much of which, let it be repeated, should be "thrown overboard" to be absorbed by such "cultural" minds as desire it. Yet, this is the kind of material offered in most of the social science courses today, especially in history.

Again, there should be (in the writers opinion) a departmental head both in the junior and senior high schools.

(2) In The Junior High-School:

"Professor Snedden admits the necessity of , and advocates a specialist departmental head of the field of civic education. He says ; "The entire field of civic education--its developmental and behavioristic aspects should in any school system be coordinated under one specialist--at least so far as the needs of children from twelve to eighteen years of age are concerned."<sup>I.</sup>

It seems, however, that Snedden would place a tremendous burden on the shoulders of one specialist when he advocates placing the responsibility of both junior and senior high-school civic education under the



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It seems that the junior high-school alone needs its own specialist due to the special nature of its activities and purpose, with which most students of education are now familiar.

(3) In The Senior High School:

Likewise does it seem that the senior high-school is in need of its own civic education departmental head, due to its special procedures and needs. This does not mean that these two specialists (junior and senior high-school) work independently of one another. Rather should each be familiar with the others aims and methods, and thus working together in cooperative effort accomplish much more efficiently the ultimate aim of the two departments. Of course this would mean added expense to the school budget, which, of course would be impractical as well as impossible in view of present financial conditions in most cities. Nevertheless, it seems that, it could, under normal conditions, be done, especially in the larger communities where the junior high-schools are established. It would repay in worthwhile results the added expense of the additional specialist. However, this is merely a personal opinion and is frankly open to criticism.

This chapter continues with a much discussed present educational problem.



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(IV) What Then, Is Our Next Problem?

(A) Is It One Of "Fusion"?

(I) What Fusion Really Is.

The ordinary dictionary definition "speaks" of fusion as, - "the act or process of melting by heat; union by, or as if by, melting." This definition of course, refers to the fusion of metals and so on.

With the coming of the Social Sciences there eventually arose many different theories as regards the best methods of teaching them. One of the more recent and much discussed of these methods is that of "fusion". Borrowing the dictionary definition we then speak metaphorically of fusing, as it were, the materials of history, geography, civics, and so on, into some sort of an organized whole, disregarding the traditional method of teaching each as a separate subject.

I.  
(a) Arguments For And Against Fusion:

Arguments For:

(1) "Groups of subjects taught together in their natural relations make the materials of each more meaningful and interesting.

(2) Such grouping makes for economy of time because it tends to eliminate subject-matter in various studies that have only the sanction of tradition.

I. Mahoney, John, J. - Reorganization of the Social Studies -  
- Boston University, School of Education.



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I.

(a) Arguments For and Against Fusion:

Arguments For:

(1) "Groups of subjects

taught together in their natural relations make the

materials of each more meaningful and interesting.

(2) Such grouping

makes for economy of time because it tends to eliminate

subject-matter in various studies that have only the same

origin of tradition.

I. Mahoney, John, A. - Reorganization of the Social Studies -  
- Boston University, School of Education.

(3) The fusion of geography and history will tend to do away with the double standard of treatment, in many instances, of practically the same topics.

(4) In the field of Natural Science and Mathematics, general exploratory, scrambled, courses have taken the place of several subjects logically organized. (Why not in the Social Science field?)

(5) Fusion yet in experimental stage. The senior high-school is yet a field of great uncertainty. The junior high-school is a pioneer in education; therefore, if there is any virtue in fusion try it in the junior high-school.

(6) Fusion will make possible the organization of present-day problem material and thus elicit pupil purpose. Projects will then in truth be projects of purposive variety."

#### Arguments Against:

(1) History has an organization and a purpose of its own that should not be tampered with.

(2) No one, as yet, has succeeded in any degree in changing the usual way of teaching history.

(3) History and geography do not readily fuse as subjects, though here and there the materials of one subject throw light on the other.



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the materials of one subject throw light on the other.

- "Geography has the today aspect, not so history.

(4) An important value of the fusing process is that it makes it possible for the social studies to be used for problem solving purposes. (But, what problems are solved through a knowledge of all the "running to and fro" of ancient times?)

(5) The special subject specialists have a perfect right to object to our changing the logical organization of their subjects until we have very carefully worked out the objectives that we wish to attain through unification.

(6) We can unify and fuse the materials of history, geography and civics, but we cannot fuse history, geography and civics, as such.<sup>I.</sup>

(2) A Typical Fusion Course: is that prepared by Professor Roy W. Hatch, extracts of which may be found in chapter IV. PP. 165-169 -- of this thesis.

(a) Strong and Weak Points. of this course are pointed out in chapter IV. - PP. 167-169 of this thesis also.

(3) Wherein Fusion Courses May (or may not) Be Used In Civic Education.



(3) Western Union Courses May or  
may not be used in this  
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thesis also.

course are pointed out in chapter IV. - P. 147-148 of this

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(a) Professor Mahoney,<sup>1</sup> presents a very logical and forceful argument against fusion because of the present lack of properly selected materials.

Professor Mahoney says; ---  
 "Course-of-study makers today are seemingly tremendously concerned over the problem of "fusing"- "integrating"- "Unifying", the materials of history, geography, civics, and possibly other so-called subjects. The more important question is: "Should we be so mindful of this particular problem at this stage of the game? It is a problem obviously, that has to do with the organization, the arrangement of teaching materials. These materials, however, must be selected before they can be arranged, either in the older form of separate subjects, or in the newer suggested forms of "unified" courses. Why not think first about selection and a valid basis therefor? Once this problem is disposed of, it may appear that history "materials", and so on, may be cast into the old subject-moulds."

(b) Comment: It appears then, that those who now advocate fusion, while they probably mean well, are merely further complicating matters. In most of these attempts at fusing the materials of the social sciences for better civic education, the material selected to realize the so-called objectives are almost invariably



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-the same old formula "sugar-coated" with false motivation.

(B) Is It Through Improvement Of Teaching Method:?

From a thoughtful consideration of the two preceding paragraphs one cannot help but conclude that regardless of how much methods of teaching are improved, (as undoubtedly they have been)-nevertheless, a considerable amount of this improved effort, due very largely to the material (for example, history)-upon which its talents and energies are directed.

(a) Problem Technique:

Professor Mahoney says;-"History should be taught for the purpose of developing right feeling attitudes. We should try to eliminate prejudice, and so on." "But", he says; "the problem technique should not be used for this. We should use the appreciation technique. It is not used, however. Curriculum makers have practically ignored the fact that better emotionalized attitudes are needed."

(I) If Presented At All, They Should Be Real Problems:

For example:-"Does the Monroe Doctrine apply today as it did say, twenty years ago?-or,-What is meant by "Pan-Americanism?" or,-Why Pericles failed and Lincoln succeeded in preserving nat-



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- "ional liberty? - or, - (in debating form) - resolved, "That the Civil War was inevitable", that no other solution of the differences of the North and the South could have been found." - or, - resolved, - "Immigration should be limited." - and so on.<sup>1.</sup>

(b) Appreciation Technique:

The appreciation technique is the most recent that has tried to be developed. It is used primarily to elicit favorable emotional response. Professor Wilson,<sup>2.</sup> says; "It is doubtful if any subject cannot make use of appreciation units, except possibly spelling. Appreciation lessons make life worth while."

Minor,<sup>3.</sup> touching on this point says; "It is the child's emotions which we are attempting to reach by the appreciation lesson. True, the intellect is involved, but the prime objective is to get the child to feel rather than to know."

And so, this thesis contends that history should be taught primarily by means of the appreciation technique. Nevertheless, the "problem" technique has its own peculiar merit, provided appreciation units are used with it in solving problems such as those listed above.

(c) Training The Emotions As A Means To Better Civic Behavior:

1. Mahoney, John, J. - Reorganization of the Social Studies - Boston University, School of Education.
2. Wilson, Guy, M. - Principles and Methods of Teaching - Boston University, School of Education.
3. (On next page)



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I.  
 (a) Professor Mahoney says; "The new courses run very largely to "problem-solving". The intimation is clear--that through this particular teaching technique we hope to develop (in so far as the social studies avail) those outcomes that make for better civic behavior. In this connection is it not important that we recognize the vast significance of emotional conditioning. Briggs has recently done a great service in that he has called out attention pointedly to the fact that, in curriculum making, we seem to be underestimating the "emotionalized" attitudes as a factor in behavior. "The intellect", he quotes, "is a mere speck afloat on a sea of feeling." A man's social conduct is influenced in a degree by his sober reasoning. It is also influenced, undoubtedly, in all too large a degree, by his emotional slants, - his passions, - his enthusiasms, his prejudices, and the like. If this is so, it seems pertinent to insist that we think more purposefully about training the emotions as a means to better civic behavior. How to do this? - Directly or indirectly? - What are the outcomes of the problem type of teaching? - mainly intellectual or mainly emotional? - What about the "appreciation" type? - Is this being utilized in social science courses? - Questions such as these press for answers.

To quote Briggs, - "Common and potent

1. Mahoney, John, J. Fifth Year Book-Department of Superintendence-PP. 220.
3. Minor-Ruby.-Principles of Teaching Practically Applied. -PP.



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(2) Professor Mahoney says: "The



- "as emotionalized attitudes are in influencing action directly or through the coloring of intellectual processes, they are seldom brought into the focus of intelligence, and, as our particular concern here, they have not been an important concern of curriculum makers." (This, of course, involves history)

(b) Briggs, I. Again; (Emotionalized Attitudes)

(I) We Feel More Than We Think;

"Our intellect", wrote an unknown psychologist, "is a mere speck afloat on a sea of feeling". This speck is of tremendous importance, to be appreciated, respected, and increased however possible. - There is no depreciation of it, not the slightest, in a recognition of the incontrovertible fact that along with the speck of intellect, often dissolving or profoundly modifying it, is an ocean of feeling. This must be a concern too of any comprehensive curriculum. We feel more, both quantitatively, than we think."

"Some attitudes are so strongly emotionalized that they either materially modify any application of intellectual processes to a situation or may effectually prevent it."

"Other things being at all equal, attitudes that are emotionalized are most likely to lead to action. Consequently, education is concerned not

I. Briggs, Thomas, H. - Curriculum Problems, - Chapter II.



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- "merely with what attitudes are established, but also to what degree each one is emotionalized."

"When an emotion attaches itself to a sound intellectual conclusion, the partnership is ideal. But untrained, a neglected part of our curriculum, it is not always fastidious in its company."

"The results are often dangerous and somewhere in one's education it seems that means of preventing such mischievous results should be attempted."

"In this day of specialists the educated man should have been trained to recognize that his emotionalized attitudes do influence his interpretation of facts and his judgments so that he may consider this factor and discount it when seeking sound conclusions."

"Therefore in providing curricula, consideration must be given to the whole life, in which the feelings, especially those that tend to persist, play so important a part. They move to action, directly or indirectly, they condition the reception and interpretation of facts, and they are most influential in integrating the members of a group. On them are largely dependent our friendships and our enmities, our social happiness, and indirectly our success and failure in life."



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Surely then, considering the above facts regarding the emotions plus the relation of the "appreciation" technique to the developing and guiding the emotions properly; it can clearly be seen that history, as taught, in our secondary schools does little to foster, much less develop, those ideals, attitudes, appreciations, and behavior tendencies so evidently lacking in these United States of America.

(V) Principles To Guide Us In The Selection And Statement Of Objectives.

(a) Objectives In History Should Coincide With Educational Objectives In General.

Wirth,<sup>I</sup> brings out this point quite clearly in the following article. "Indeed", he says; "The purpose of history is to educate--What is education? The objectives in education give us a clue to objectives of history. Herbert Spencer, more than half a century ago said; "How to live?" That is the essential question for us. To prepare us for complete living is the function which education has to discharge; and the only rational mode of judging of any educational course is to judge in what degree it discharges such function."

"Not much," Wirth says; "has been added to the above by educational philosophers, nor by the seekers of ultimate objectives of history or of any other subject. We have changed the wording somewhat and

I. Wirth, Fremont, P.-Ultimate Objectives and Goals of-  
-achievement for History in the Public  
-Schools.-Historical Outlook-March,-  
-1928.



194.

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I. Wirth, Present, P.-Ultimate Objectives and Goals of-  
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-Schools, "Historical Outlook-March-  
-1938.



- "said that the purpose is training for citizenship, or, for social efficiency, and the like."

When the logic of the above article is considered and its significance compared with the content of present history courses, we can readily see how inconsistent course-makers are in constructing courses in relation to aims and objectives. For, if indeed, the purpose of history is to educate, as is the purpose of any subject in the curriculum, and if the objectives of education as enumerated in the "Seven Cardinal Principles of Education" are to be taken as our standard; and furthermore if Spencer's view (above) is worth anything, and surely it is, then we must give more attention toward reconciling what we preach with what we practice in education."

(b) But These Objectives Must Be More Specific-  
-Like, For Example:-

(1) "Searching out and being guided by expert opinion in dealing with political and social questions that clearly call for the experts knowledge-(Attitude of respect for leadership)"

(2) "Demanding a higher standard of intelligence and honesty in public officials."

(3) "Dangers of "bureaucracy"-and so on. I.

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## (2) "Promoting" Loyalty".

(c) Comment:

The first three objectives above, suggested by Professor Mahoney, are of course suggestive and tentative, yet, quite obviously spring from an analysis of the needs of democracy. And furthermore, they are specific and clear.

On the other hand, contrast them with the two that follow and it becomes evident with a little thought that they are hopelessly vague and general. For example:-In connection with-"Promoting the welfare of the social group"--questions like the following immediately present themselves. "The welfare of what social group?"-"Promote loyalty to what or who? For obviously there are many social groups with conflicting interests and ideas. Obviously again,-to what group shall we be loyal-and why? And many more such questions could easily arise from consideration of such objectives.

This is one of the greatest handicaps to success in teaching the social studies. (If not the greatest present handicap) It is the point that Professor Mahoney so decidedly emphasizes in his criticism of the aims, objectives and content of most history courses.

(d) And These Objectives Must Have Some Scientific Validity.(1) It Will Take Time:

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(3) And These Objectives Must Have Some Basis in Reality.

(1) It Will Take Time:

In the General



-field of the social studies it appears that it will take some years before much real progress is made due to uncertainties as to valid objectives. Bobbitt says in substance that "it will be some time before we can build up a system of training for better citizenship due to the fact that "citizens themselves are not agreed as to what constitutes the good citizen."

(2) Agreement Must Be Authoritative And Wide In Extent:

I.  
(a) Professor Snedden, says; "If civic education is to be made more purposive and more efficient, it is necessary that processes of social valuation should become more exact. These gradings would have much value if they merged the valuations of several competent judges. They would have still more value if the judgments thus combined came from sources representing different social backgrounds."

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(b) Professor Roberts, expresses the same idea but is more specific than is Professor -- Snedden. Professor Roberts says; "I would further submit such objectives as have the sanction of leading educators to various social organizations and institutions. For example:-different religious bodies-, clubs, and so on, -to get their opinions pro and con, study and weigh them in the light of better civic education."



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Thus we see that in order to avoid any future misunderstanding or waste of time and effort in carrying on a worthwhile program of civic education, it is evident that some scientific way of arriving at valid objectives such as suggested above, to be of absolute and prime necessity.

(VI) CONSTRUCTIVE PLAN (suggestive and tentative) FOR HANDLING THESE OBJECTIVES IN THE JUNIOR HIGH SCHOOL.

(a) Purpose Of The Junior High--School. I.

"The term "function" or "purpose" as applied to the Junior high-school is not synonymous with educational aim; rather, it indicates an adjustment which will enable the school better to achieve adopted ends.--Since the functions or purposes ascribed to the Junior high-school represent immediate, pressing problems, they will receive less and less stress as time passes and as reorganization becomes more and more complete.

"It may, however, be confidently asserted that the Junior high-school of the future will make provision for any and all of those educational principles, drawn from psychology, hygiene, sociology, and kindred sources, which have been sufficiently established as necessary for the educational principles, of boys and girls approximately twelve to fifteen years of age. Conversely, any Junior high-school which fails to make pro-



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- "vision for one or more of those established principles will fail to approach the ideal, and an educational philosophy which leaves them out of account will be incomplete."

(b) History Material Should Be In Harmony With Adolescent Age:

(1) Poor Textbooks:

I. Professor Knowlton, says; "In the Junior high-school the history text should be less of a textual manual of the guide-book variety. But, textbooks unfortunately, are written primarily with the object of setting forth all the informational material which the child should possess, with little regard for the way the material is to be presented or apprehended. Textbooks in American history should be richer in a larger background of world developments which mean so much to young students."

The reader will remember that Professor Snedden has also referred (in chapter III.-PP. 122, that pupils in the Junior high-school cannot pronounce many difficult names, and so on, especially in Ancient history.

When the past is referred to, events should be selected and presented in ways the pupil can understand. Likewise, contemporary problems should be suited to the intelligence of pupils.



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When the past is referred to, events should be selected and presented in ways the pupil can understand. Likewise, temporary problems should be added to the intelligence of pupils.

I. Knowlton, D.C.-Historical Outlook - January, 1925-

(2) Most Courses Too Highly Organized And Abstract:

Psychologists say that the mind of the adolescent student cannot grasp highly organized subject-matter. If this be true then the logical thing to do is to drop from the curriculum highly organized courses of history, because these courses contain much highly organized, abstract, cultural material, and consequently beyond the grasp of the Junior high-school pupils also.

(3) What About The Student Not Going To College?

Again, why have a student not going to college--not beyond the high-school, take a highly organized subject of no practical value to him? If he does go to college let him elect, if he so chooses, cultural history. But if he does not go to college why force it upon him? Would it not be better to present material to him in terms of the experiences he has already had, or probably will have, in the world he must face when the classroom becomes a memory.

(c) Junior High-School Should Have "Real" Citizenship Program:

(1) Professor Knowlton, <sup>I.</sup> says;

"A citizenship program should be an outstanding feature of the Junior high-school but not the kind of a program



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Citizenship Program:  
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- "which finds its expression in a salute to the flag or in an effusive patriotism. It is the kind of program which seeks to fit the individual to a place which he is to assume in society, one which stresses the duties and responsibilities which dissolve upon him in a highly organized industrial and democratic society." I.

(2)---"What History Shall Be Taught In The Junior High-School?"

"We must face the fact that there is a vast difference obtaining today between the aims, so-called, and the actual values derived from the subject (history) that is apparently taught to realize these "aims". "If history, as such, has not a special, individual contribution of its own to make, at this the most critical stage in the education of children, there is little excuse for retaining it in the curriculum." I.

(3)\*\*Emotions Must Be Considered:

"At the Junior high-school age there is a natural widening of the child's interests and outlook on life, hence, the narrow provincial attitude which often accompanies the presentation of certain facts of his own country's history must be abandoned, because at this stage the child is a bundle of emotions that must be recognized and guided accordingly." I.

It follows from this that if



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the child's emotions are not at this stage guided into proper channels, then, the American public school, instead of turning out good American citizens might easily produce future burdens to society and to themselves.

Touching on this point Professor Mahoney says; "Education is not alone the business of imparting knowledge and testing for it. For if we leave the dominance on this phase we forget (1) that the intellectual power gained through education thus conceived and practiced may be used for anti-social ends-(2) that the physical and emotional life needs development also, if we are to produce well rounded personalities."

"Again, Massachusetts spends more money for insane next to education than for any other thing. Therefore, possibly education might tend to lessen this fact by training the emotional side of pupils. (3) That such education (so-called) is apt to come to an abrupt end when the last examination mark is presented. (4) That the concomitant learnings (a-la-Kilpatrick<sup>1</sup>.) in education thus conceived may not be too wholesome."<sup>2</sup>

(d) How History Should Be Conducted In The Junior High-School. 3.

Professor Mahoney says that first, - "There should be a department head well grounded

1. Kilpatrick-William, H. --- Foundations of Method.
2. Mahoney, John, J. - Reorganization of Social Studies - - - -  
- Boston University, School of Education.
3. Mahoney, John, J. - Philosophy of Education - Boston University, School of Education.



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3. Mahoney, John L. - Philosophy of Education - Boston University.

## CHAPTER VI.

- "in all social studies and extra-curricula activities. To illustrate:-

Chapter A....Civic Education...Department Head.....

Part I. B....Civic Education defined, as per Chapter I.

C.....OBJECTIVES.....

History-Civics-Geography-Literature-Economics-Sociology

to why this study Current Events--School Activities.

D. Then we choose materials of say, history, as connect up properly with our objectives.

E. These materials selected in connection with the objectives should provide for indirect contact, at least, and direct contact if possible, or both, with the world of the present.

(A) Chapter I, then introduces the first of five leading authorities on civic education, namely, Professor John J. Mahoney of Boston University, School of Education. Professor Mahoney presents his ideas as to the meaning of the term "civic education" by defining the term itself and then clearly explaining the meaning of his definition. In this definition and explanation Professor Mahoney teaches us "all those specific teachings, activities, procedures, understandings, appreciations and behavior tendencies that make for better living in large group relationships."

This is followed by



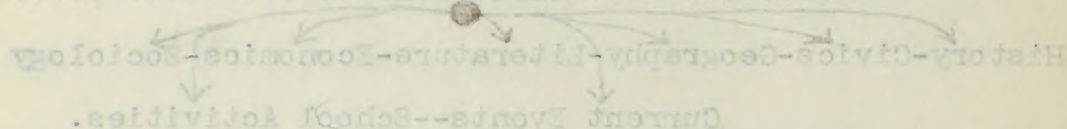
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## CHAPTER VI.

### SUMMARY

#### Chapter I. (Explanation of terms contained in thesis title)

##### Part I.

The introductory statement of this thesis contains a brief explanation as to why this study was made. Immediately following this statement and preceding the introduction to chapter I., the thesis title is presented.

Chapter I. is introduced as the chapter containing an explanation of terms composing the thesis title.

(A) Chapter I. then introduces the first of five leading authorities on civic education, namely; Professor John. J. Mahoney of Boston University, School of Education. Professor Mahoney presents his ideas as to the meaning of the term "civic education" by defining the term itself and then clearly explaining the meaning of his definition. In this definition and explanation Professor Mahoney touches on "all those specific teachings, activities, procedures, understandings, appreciations and behavior tendencies that make for better living in large group relationships."

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CHAPTER VI.

SUMMARY

Chapter I. (Explanation of terms contained in the title)

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This is followed by

- a commentary paragraph which includes a defending statement by Professor Charles H. Judd.

(B) Chapter I. next presents Professor Charles C. Peters of Pennsylvania State College who gives his ideas on "civic education". Professor Peters touches on the following points:- "The meaning of education in a democracy, hence the need of a plan for determining objectives of education in a democracy. Professor Peters then cites certain "democratic antipithies" that should be corrected such as, voting lightly, non-voting, race prejudice, inequality of wealth and inequality of educational opportunity. This is followed by his comments on "industrial and social democracy" and concluded with a topic on "objectives and procedures" in education.

(C) Chapter I. next offers for consideration the ideas of Professor David Snedden of Columbia University.

Professor Snedden comments on the following points:- "New demands upon secondary-education", "Meaning of civic education", "Indirect factors in citizenship", "Need of sharply defining civic education", "What civic education is not", "specific objectives needed."

(D) Chapter I. next offers for consideration the ideas of Professor John C. Almack of Stanford University. Professor Almack touches on the following



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(d) Chapter I, next offers for consideration

the ideas of Professor John G. Almon of Stanford University. Professor Almon touches on the following

- topics in his views of civic education:- "Cooperation through education"-, "Meaning and purpose of education"-, "Citizenship and society--societies goal"-, "Citizenship in a democracy"-, "Civic education not synonymous with government alone"-, "not mere mechanical training"-, "Some subjects offer direct civic values--and others indirect"-, "Basic principles of civic education"-, "Present importance of citizenship"-, "Changes responsible for greater emphasis"-, "Special responsibility of the school."

(E) Chapter I. next presents the ideas on civic education of Professor Franklin Bobbitt of the University of Chicago.

Professor Bobbitt touches on the following topics of civic significance:- "Nature of the good citizen"-, "Aims too vague--need of definite objectives"-, "Constant national hostility beneath apparent friendliness"-, "Patriotism"-, "Development of large group consciousness"-, "Real civic work under adult direction"-, "Moral and religious education"-, "Specific lack of agreement as to what constitutes the good citizen"-, "Existing definitions too vague"-, "Conflicting loyalties."

(F) Chapter I. next offers a comparison of all the ideas of the educators mentioned above, commenting on their points of likeness and unlikeness, followed



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(3) Chapter I. next offers a comparison of all the ideas of the educators mentioned above, commenting on their points of likeness and unlikeness, followed

- by a brief summary of the opinions of all the educators mentioned above.

## Chapter I.

### Part II.

This section of chapter I. offers an explanation of another term used in the thesis title, namely,"history". The explanation is based on five different definitions of history by leading authorities.

First is presented Professor Bourn's definition followed in turn by an Encyclopedia definition, and definitions by Professors Schwickerath, Johnson and Klapper.

This is followed by a topic on "history as a social science" and concluded with a commentary paragraph as to the differences and similarities of all the definitions.

## Chapter I.

### Part.III.

This third and last section of the chapter deals with a final explanation of terms used in the thesis title,namely;"secondary schools".

First is presented a topic on the "necessity of determining the meaning of the term secondary schools in this thesis",secondly,a paragraph on "the lack of agreement at present"(as to the meaning of the term). Following this is an authoritative definition of



of all the educators mentioned above. - by a brief summary of the opinions

Chapter I.

Part II.

This section of chapter I. offers an explanation of another term used in the thesis title, namely; "history". The explanation is based on five different definitions of history by leading authorities. First is presented Professor Brown's definition followed in turn by an Encyclopedia definition and definitions by Professors Schwab, Johnson and Klapper.

This is followed by a topic on "history as a social science" and concluded with a commentary paragraph as to the differences and similarities of all the definitions.

Chapter I.

Part III.

This third and last section of the chapter deals with a final explanation of terms used in the thesis title, namely; "secondary schools". First is presented a topic on the "necessity of determining the meaning of the term secondary schools in this thesis", secondly, a paragraph on "the lack of agreement at present" (as to the meaning of the term). Following this is an authoritative definition of

- the term "secondary education," in turn followed by a commentary paragraph and a brief chapter summary.

## Chapter II.(Why Education For Citizenship?)

### Part I.

(I) The introduction to this chapter contains a selected quoted answer to the question-, "Why education for citizenship?"-by Newell D. Hillis.

(II) This is followed by a discourse that attempts to answer the question-"What is citizenship?" This question is answered by a topic entitled, "A lesson from Ancient Greece"-, followed by the ideas as to the meaning of "citizenship", by such men as Henry Cabot Lodge, Professor Samuel W. McCall, Ellwood P. Cubberley and John J. Mahoney.

The ideas of the men mentioned above are then compared for evidence of likeness and unlikeness.

(III) Part I. comes to a close with a concluding paragraph.

## Chapter II.

### Part II.

Part II. of this chapter attempts to trace the "growth of the movement for better civic education in the United States". After the



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this movement is traced-(1) by presenting the "Report of the National Education Association Committee", and treating of its origin, object and result.

(2) A "Report of the Committee on Social Studies", for 1916.

(3) "Secretary's Report on National Council for Social Studies", 1925.

(4) An extract tracing parts of the "movement" taken from Professor John C. Almack's - "Education for Citizenship".

(5) Recent developments. (also found in Professor Almack's - "Education for Citizenship")

Part II. ends with a commentary paragraph.

## Chapter II.

### Part III.

Part III. deals with the "Need for better civic education in America".

Following the introduction, this section of the chapter offers the following paragraphs for consideration.-

(a) "Our democracy a splendid theory-but will it survive?"--"It is not perfect, however".  
--"Will history repeat itself?". (b) "Must restore our "Lost Citizenship".--"Shortcomings" of democracy in America".



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(d) "Wrong behavior tendencies", such as, "athletes favored", - "voting lightly treated", -- "minority often treated unfairly", - "currupt politicians", - "our unsatisfactory democracy", - "law making and law breaking", - "possible causes of crime", - "failures to understand", - "anti-social emotionalized attitudes", - "schools must meet social changes", - "education needs reconstruction".

The chapter ends with a brief summary.

Chapter III. (Why The American Public School Has Partially Failed In Its Objective)  
Part I.

The introduction to this chapter briefly states its purpose. Immediately following this introduction, Part I. asks the question: - "What is the ultimate objective of the American public school?" -- and then proceeds to briefly answer it.

Another question is asked, namely; "Who are good American citizens?" This question is answered by Messr's Edwin C. Broome and Edwin W. Adams, - Professor John J. Mahoney then gives his idea of the "good American citizen".

Chapter III.

Part II.

Part II. of this chapter asks the question, - "Why has the American public school partial-



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Professor John J. Mahoney then gives his idea of the "good

American citizen".

#### Chapter III.

#### Part II.

Part II. of this chapter asks  
 the question, "Why has the American public school partially

-ly failed?".

This question is answered by (1) pointing out the complexity of American democracy--showing the comparative simplicity of education thirty years ago with the education of today. (2) By pointing out the school emphasis on abstract performance today; the domination of college entrance requirements; untrained social science teachers; comparison of German trained teachers with those of the United States; overworked teachers; failure to set up specific objectives with some scientific validity--how determine these objectives; civic education not popular with teachers; evidence of pupil dislike for history--with possible reasons for this dislike on the basis of studies by F. D. Keboch and W. J. Osborn; that knowledge and facts are only one of many factors in the scheme of education, and, while they should not and cannot be ignored, yet, great care must be exercised in selecting them.

From this point the chapter goes on to show that history has not always been a record of truth. To prove this point quotations from the writings of Colonel Thomas Dickson, American military chaplain, as to certain "errors in fact" found in certain American History textbooks.

Continuing the illustration that history has not always been a record of truth, quotations



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- from Walter H. Blumenthal's--  
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 such topics as;- "Fostering false patriotism"-, "Intentional  
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 sion"-, "War propaganda".

### Chapter III.

#### Part III.

Part III. of this chapter deals  
 with-, "Some leading opinions of history by educational  
 authorities.

The thesis again quotes the opinion  
 of Professor David Snedden as regards history. Professor  
 Snedden touches on the following significant topics.

"Two kinds of history"-, "Textbooks  
 good reference sources"-, "History fails as a civic in-  
 strument in secondary schools"-, "Undue emphasis on verbal  
 learning"-, "Chronological order not necessary"-, "Difficult  
 words in texts"-, "Results of American History study"-, "  
 Memorized history"-, "No proof that history makes for good  
 citizenship"-, "Situation worse in the high-school than in  
 the upper grades"-, "Professor Snedden's conclusion.

Next is presented Professor Charles  
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 on the following vital topics;- "Kind of history needed"-,  
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- "No evidence that civic values claimed for history are ever attained" -, "Other claims such as; - "The influence of great citizens in history, together with the "possibilities" that might be derived from a study of the lives of such men", and finally a note on the "tariff".

The last, but perhaps the most significant opinion of history that this chapter offers is that of Professor John J. Mahoney. Professor Mahoney discusses the following significant topics.

"Much of history could be discarded" "Current rather than past emphasis needed" -, "Cultural- versus civic history".

This is followed by notes on Ancient and Medieval history.

The chapter is then concluded with a commentary paragraph and a brief summary.

#### Chapter IV. (Typical Courses Of Study In History)

This chapter presents for consideration certain typical courses of study in secondary - school history that are supposedly taught for their civic value. It is the contention of this thesis that such courses as those criticized in this chapter are of little or no civic value as maintained in the preceding chapters.



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The chapter first presents a brief outline used in judging the courses in question.

This is followed by an analysis and criticism of a "Tentative history syllabus" offered by the University of the State of New York--State Education Department. The material offered in this course is presented in detailed outline form to illustrate the tremendous amount of detailed cultural history that contains so little material of real civic value.

The chapter next presents a criticism of "A Year of European History"--offered by the State of Pennsylvania for the tenth grade.

Following this criticism is presented a "Social Studies--Course of Study, for Junior high schools--grades, 7-8-9, offered by the Long Beach City Schools, Long Beach California.

Next the chapter presents a criticism of "A Course of Study for the Public schools of Colorado".

This is followed by a criticism of a typical "fusion" course of study conceived by Professor Roy W. Hatch. This course represents one of the latest modern educational ideas to "fuse" the materials of history, geography, civics, and so on, rather than teach each as a separate subject.



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Next the chapter presents a criticism of "A Course of Study for the Public Schools of Colorado". This is followed by a criticism of a typical "Final" course of study conceived by Professor Roy W. Hatch. This course represents one of the latest modern educational ideas to "fuse" the materials of history, geography, civics, and so on, rather than teach each as a separate subject.

The general organization of the course is presented followed by a criticism of its content as regards its civic value.

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The general organization of  
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